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ABSTRACT

This handbook provides general information about participation of private school students in federal education programs and an overview of each federal education program in which those students and their teachers can participate. The handbook includes most of the programs that serve private school students and teachers and summarizes relevant case law, statutes, and regulations. Section 1 provides an overview of private schools and federal education programs, including a brief history of federal legislation affecting private schools, a summary of Supreme Court cases affecting private schools, and answers to commonly asked questions. Section 2 offers guidelines for establishing productive working relationships between private schools and local and state education officials, the federal government role in the participation of private school students and teachers in federal education programs, and the role of private school officials in such participation. Recommendations are offered for public school officials administering federal education programs for private school students. The third section contains suggestions for participating in competitive grant programs. Federal education programs serving private school students are described in the fourth section. Three figures are included. The appendices offer information, sources, and contact persons for both private school administrators and public school personnel who coordinate federal program participation for private school students and teachers. (LMI)

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Handbook on Serving Private School Children With Federal Education Programs

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U.S. Department of Education
Office of Private Education
October 1992

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SECTION I

PRIVATE SCHOOLS AND

FEDERAL EDUCATION PROGRAMS

This Handbook on Serving Private School Students with Federal Education Programs has 2 purposes: (1) To inform representatives of children enrolled in private elementary and secondary schools of the resources available through federal education programs, so that those students and teachers can take full advantage of the benefits available to them; and (2) To compile material useful to public school officials who administer federal education programs for private elementary and secondary school students, so that they can better carry out the full intent of the statutes.

Many federal programs serve public and private school children with special needs including children who are educationally disadvantaged, children who have disabilities, and children who are new to our country and are just learning the language and the culture of the United States. Other programs focus on teacher training and in-service development, targeting areas reflected in the National Education Goals such as math, science and school readiness. Still other programs help schools and groups of schools to develop new models and successful strategies and to disseminate effective programs.

The Handbook is intended to provide general information about participation of private school students in federal education programs and an overview of each federal education program in which those students and their teachers can participate. This handbook includes most of the programs that serve private school students and teachers. Descriptions of other programs will be added in annual updates. The appendices offer an array of information, sources, and contact persons for both private school administrators and public school personnel coordinating federal program participation for private school students and teachers. This information should help both groups meet the needs of all children served by federal education programs. This document is intended to provide helpful guidance. For the ease of the reader, relevant case law, statutes, and regulations are summarized. This document creates no new rights or responsibilities. Readers are encouraged to consult the full text of relevant case law, statutes, and regulations for complete statements of the relevant law.

Many offices in the U.S. Department of Education have contributed substantially to this handbook. In addition, the National Private School Leadership (see appendix I), representing religious and nonreligious private schools and home schooling, has also provided information for this handbook. Michelle Doyle, Education Program Specialist, Office of Private Education, coordinated this project.

For further information, please write or call the program offices listed in the appendix or contact Michelle Easton, Executive Assistant to the Secretary, Office of Private Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-0122; telephone (202)401-1365.

AMERICA 2000 and Private Schools

In a talk to some leaders of the private school community in the spring of 1992, Secretary of Education Lamar Alexander clearly stated the importance of including private school leaders--teachers, parents, administrators--in the planning process of any group seeking to strengthen the educational programs of its community: "Whenever an AMERICA 2000 community is formed, private and independent school people should be on the steering committee."

Whether working to ensure that every child starts school ready to learn or planning expanded options for adult education and a lifetime of learning, whether planning strategies to fund workshops for teachers who will help make America's schools first in the world or establishing policies for safe and drug-free schools, local communities must consider the resources, assistance, and needs of private schools in their planning. In addition, private schools can join together to become an AMERICA 2000 "community." The private school community can work with the state AMERICA 2000 effort, in response to the four challenges that have been given to all AMERICA 2000 communities: adopt the National Education Goals, develop a strategy for achieving them, design a report card to measure success, and plan for a New American School. For help in getting started, call 1-800-872-5327.

There are many examples of public and private school partnerships and complementary programs already at work across the nation. For example, in Lexington and Concord, Massachusetts, public and private high school students attend special classes and seminars together, with classes scheduled in the evening to avoid scheduling conflicts. In Kentucky, a private school plans and funds an annual symposium for history teachers from both public and private schools. Finally, local education agencies place children with special needs in private schools whose specific mission is to teach children with mild to severe disabilities.

Public and private schools together serve the interests of children, teachers, and the broader public. Private schools have much to offer the entire education community, and public and private school students and teachers have common needs and goals that can be addressed within President Bush's AMERICA 2000 framework.

Private Education in the United States Today

One in four schools in the United States today is a private school. Twelve percent of children and 13 percent of teachers in the United States learn and work in private schools. The nation's 27,000 private schools offer great diversity in focus, philosophy, governance, religious orientation, and ethnic and cultural mix. Some key facts on private school enrollment and tuition taken from the Schools and Staffing Survey, 1987-88, of the National Center for Education Statistics, are summarized below.

Enrollment

All Private Schools

* Some 5.5 million elementary and secondary students are enrolled in the nation's 27,000 private schools (12 percent of all such students).

Religious Schools

* About 84 percent of private school students (4.6 million children) are enrolled in religious schools.

* About 53 percent of all private school students and 63 percent of all religious school students (2.9 million children) are enrolled in Catholic schools.

* And 6 percent of the nation's 45.5 million students are enrolled in Catholic schools.

Tuition

All Private Schools

* About 10 percent of all private school students (540,000 children) pay less than $500 in tuition (at 4,100 schools).

* Some 20 percent (1.07 million children) pay between $500 and $999 (at 6,000 schools)

Total paying less than $1,000: 30 percent (1.6 million children)

* About 49 percent (2.7 million children) pay between $1,000 and $2,499 (at 12,000 schools).

* About 21 percent (1.2 million children) pay more than $2,500 (at 4,900 schools).

Catholic Schools

* Some 12 percent of Catholic school students (354,000 children) pay less than $500 in tuition (at 1,600 Catholic schools).

* About 30 percent (876,000 children) pay between $500 and $999 (at 3,200 Catholic schools).

Total paying less than $1,000: 42 percent (1.2 million children)

* About 50 percent (1.5 million children) pay between $1,000 and $2,499 (at 4,100 Catholic schools)

* About 7 percent (215,000 children) pay more than $2,500 (at 550 Catholic schools).

NOTE: Between the 1987-88 and 1991-92 school years, total elementary and secondary school enrollment is estimated to have risen from 45.5 million to 46.8 million students, and private school enrollment to have declined from 5.5 million to 5.3 million students. The percentage of students enrolled in private schools thus declined from 12 percent to 11 percent.[1]

The National Center for Education Statistics (NCES) has developed a nine category typology for studying private education in the United States. In its Schools and Staffing Survey, 1987-88, NCES identified the number of private schools by type (see exhibit 1).

Exhibit 1.--Number of Private Schools, by Type of School, United States, 1987-88.

School type	Number
TOTAL	26,805
Catholic	**9,527**
Parochial	6,479
Diocesan	1,945
Private	1,103
Other religious	**12,133**
Conservative Christian	4,165
Affiliated	4,294
Unaffiliated	3,674
Nonsectarian	**5,145**
Regular	2,332
Special emphasis	1,954
Special education	859

[1]U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1991, Washington, DC.

The percentage of private schools in each category is depicted on exhibit 2.

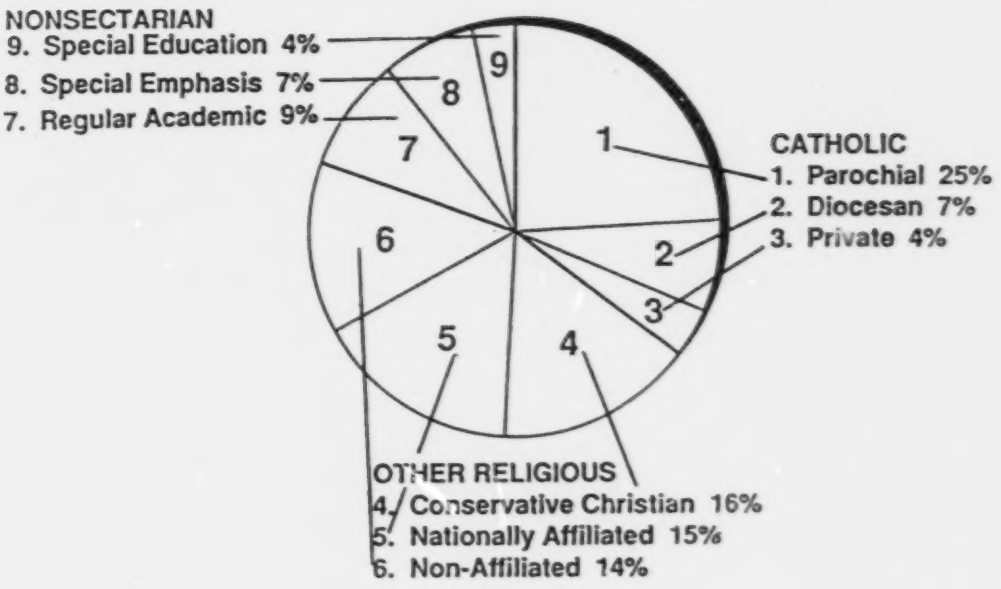

Exhibit 2
Source: See exhibit 1.

Another important option for families is home schooling. The data from NCES previously presented do not include figures on the number of children being schooled at home. It was estimated in October 1991, that between 248,500 and 353,500 children were educated at home during the 1990-91 school year.[2]

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[2]Patricia M. Lines, Estimating the Home Schooled Population: Working Paper, Office of Educational Research and Improvement, October 1991, pp 1-2.

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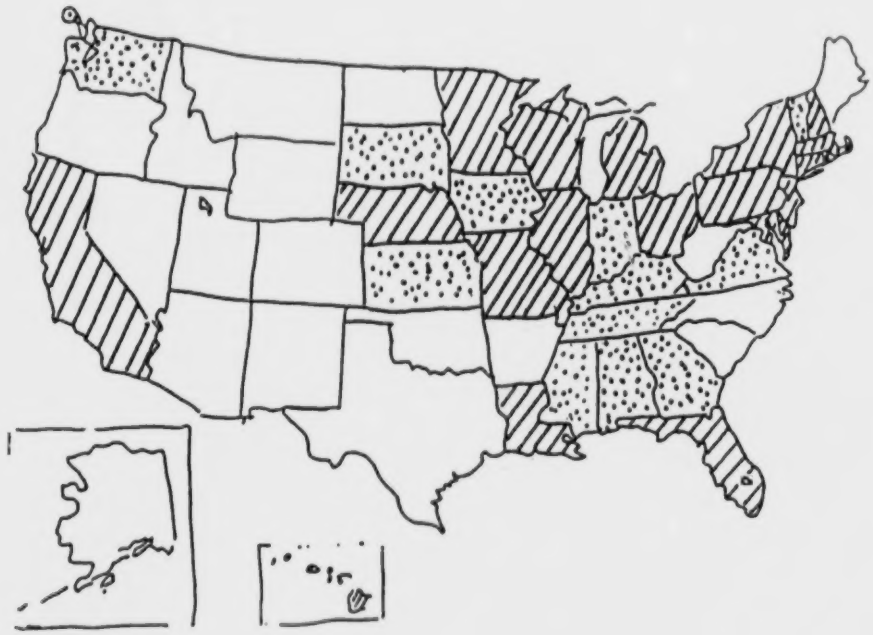
Private school enrollment varies by state. According to figures from Market Data Retrieval, Educational Mailing Lists and Marketing Data, 1991, 21 States have greater than 10% of the school age population receiving their education in private schools.



Greater than 10% of school age children enrolled in private schools	California, Connecticut, Delaware, Florida, Hawaii, Illinois, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Wisconsin, and the District of Columbia.
7% to 9.9% of school age children enrolled in private schools	Alabama, Georgia, Indiana, Iowa, Kansas, Kentucky, Mississippi, South Dakota, Tennessee, Vermont, Virginia, Washington

Exhibit 3

Brief History of Federal Legislation Affecting Private Schools

Historically, the federal government has had a limited role in education. The Bureau of the Census, in "Public Education Finances: 1989-90," reports that the federal government contributed 5.9 percent of funding for elementary and secondary education. The remainder of education funding came from the states (47.5 percent) and localities (46.6 percent). However, U.S. Education Department assistance to the states and leadership in elementary and secondary educational reform remain important to the education system.

In 1965, the Congress passed the **Elementary and Secondary Education Act (ESEA)**, which authorized programs to benefit educationally deprived elementary and secondary students living in areas with high concentration of children from low-income families. It also provided grants for many types of supplementary materials and services, including library materials, audiovisual equipment, and remedial services. In theory, private school students were included in these programs in accordance with the principle that all eligible children, whether they attended public or private schools, should be the beneficiaries of federal education programs, but, private schools receive no direct aid from these programs. All program funds were granted to the public authorities who were responsible for serving public and private school children on an equitable basis.

Over the years, the act has undergone significant modifications. Chapter 2, a program of local, state, and federal partnership for school improvement, remains one of the major programs authorized under ESEA. New mathematics and science education programs for elementary and secondary school students and teachers were added under the **Dwight D. Eisenhower Mathematics and Science Education Program**, formerly Title II of the Education for Economic Security Act. In 1986, Congress passed the **Drug-Free Schools and Communities Act**, which subsequently became part of ESEA. The last reauthorization of ESEA was in 1988; the act will be considered for reauthorization again in 1993. Largely because of the programs authorized under ESEA, the largest single type of recipient category of federal education aid is the local education agency which received 40 percent of Department of Education outlays in fiscal year 1992 (see exhibit 4).

Many other laws affect elementary and secondary education in the United States. For example, Public Law 94-142, the **Education of the Handicapped Act (EHA)**, requires that all handicapped children be given a free, appropriate public education. This act was reauthorized in 1990 under the title **Individuals with Disabilities Education Act (IDEA)**. Under IDEA (and EHA before it) a student can attend private school and receive services from the public school for the disabling condition(s) at the same

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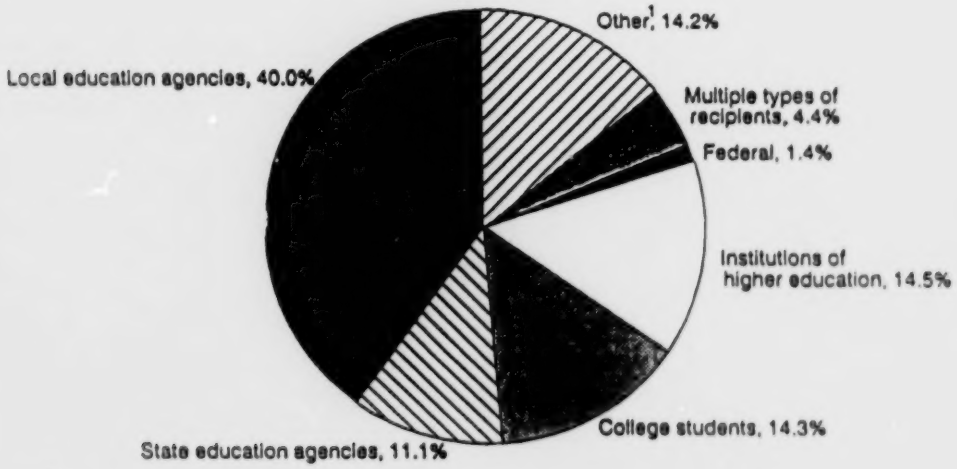
time. Programs administered under this Act are administered by the U.S. Department of Education.

Exhibit 4--Department of Education Outlays, by Type of Recipient, Fiscal Year 1992.



Total outlays = $26.6 billion

[1] Primarily private lending institutions and private nonprofit agencies.

The **Asbestos Hazard Protection and Control Act**, passed in 1980, established a program of inspection and detection of hazardous asbestos materials in all public and private elementary and secondary schools. It also provided for loans to assist with the removal or containment of friable asbestos. In 1986, Congress passed the **Asbestos Hazard Emergency Response Act (AHERA)**, which called for every school to formulate an asbestos management plan based on visual inspections and building materials sampling by a certified asbestos contractor. In 1984, the **Asbestos School Hazard Abatement Act (ASHAA)** was passed to provide funding to help public and private schools in complying with AHERA. ASHAA was reauthorized in 1990. These programs are administered by the Environmental Protection Agency.

The **Child Care and Development Block Grant Program** was enacted in 1990. This act is administered by the Department of Health and Human Services. The block grants to States support two separate programs. The first program helps States improve and expand child care. The second part of the block grant funds a State-developed program of child care certificates which are distributed to eligible low-income families to pay for child care, including school-age care, in the setting of their choice.

Summary of Supreme Court Cases Affecting Private Schools

An early U.S. Supreme Court decision affecting private schools was **Pierce v. Society of the Sisters of the Holy Names of Jesus and Mary, 268 U.S. 510 (1925)**, which established the right of parents to send their children to a private school in compliance with a state's compulsory school attendance laws. While this right is no longer questioned, the provision of publicly funded services to private school students has been subject to considerable debate and litigation.

The central constitutional issue involved in serving private school children through federal education programs arises from the Establishment Clause of the First Amendment to the United States Constitution, which states that "Congress shall make no law respecting an establishment of religion".

In 1947 in **Everson v. Board of Education, 330 U.S. 1 (1947)**, the Supreme Court concluded that the Establishment Clause does not prohibit spending tax funds to pay bus fare for parochial school students. In **Board of Education of Central School District No. 1 v. Allen, 392 U.S. 236 (1968)**, the Court concluded that the loan of textbooks to parochial school students does not violate the Establishment Clause.

Beginning with **Lemon v. Kurtzman, 403 U.S. 602 (1971)**, the Supreme Court generally has used a three-part test in interpreting the Establishment Clause:

1. The statute must have a secular legislative purpose;
2. Its principal or primary effect must be one that neither advances nor inhibits religion; and
3. The statute must not foster an excessive government entanglement with religion.

Other decisions provide guidance on the circumstances under which federal programs may serve students in religious schools.

- **Wolman v. Walter, 433 U.S. 229 (1977)** helped to establish that testing for the purpose of selecting students for remedial services could be conducted in religious school buildings; the court distinguished between limited diagnostic services and more long-term instructional relationships.

- In **Aguilar v. Felton, 473 U.S. 402 (1985)**, the Supreme Court ruled that the provision of Chapter 1 instructional services to religious school children in religious school buildings by public school teachers constituted "excessive entanglement" between public and religious officials and thus failed the third part of the Lemon test.

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With respect to school choice systems that include private religious schools, legal precedents indicate that a statute or government program does not violate the Establishment Clause if it offers assistance on a neutral basis, without reference to religion, to a broad class of beneficiaries.

- In **Mueller v. Allen, 463 U.S. 388 (1983)**, the Supreme Court upheld a state tax deduction for certain educational expenses, even though the great majority of beneficiaries were parents of children attending religiously affiliated private schools. Because the deduction was equally available to parents of public and private school children, and its use was based on the numerous, individual choices of parents of school-age children, the Court concluded that the deduction did not have the "primary effect" of advancing religion.

- In **Witters v. Washington Department of Services for the Blind, 474 U.S. 481 (1986)**, the Supreme Court upheld the public funding of a blind student to attend a Christian college to study to become a pastor, missionary, or youth director under a vocational rehabilitation program, because the program neutrally provided benefits to students with disabilities without regard to religion, and any aid ultimately flowing to a religious institution was only the result of the "genuinely independent and private choices of aid recipients" (id. at 488).

Answers to Questions Commonly Asked by Private School Officials

The following questions are those commonly asked in relation to serving private school students with federal education programs. This section is intended to assist the private school administrator in finding answers to common questions and to assist LEA and SEA federal program administrators in answering questions commonly asked of them by private school administrators.

1. **How does a private school administrator contact the local education agency (LEA) and state education agency (SEA) offices to ask about receiving services for the private school's students and teachers from federal education programs that are state administered?**

   On the local level, the private school administrator should contact the LEA Superintendent's office to receive the names and phone numbers of federal education program personnel. At the state level, the administrator should contact the state private school liaison person (listed in the appendix J) to request information regarding participation in federal education programs. If the child's state of residence does not have a private school liaison person, the administrator should contact the office of the state superintendent of schools (or equivalent).

2. **What are some of the ways in which Chapter 1 services can be delivered to children in religious schools, considering the restrictions arising from the Felton decision?**

   Federal services to private school children enrolled in religious schools may be provided through a variety of mechanisms. Some examples:

   - The LEA may provide services at a neutral site, not on the property of the religious school, for example in a mobile van or a rental office or other space near the school. In limited circumstances, vans can be placed on a religious schools' property. The Chapter 1 Policy Manual provides further guidance.

   - Private school children may walk or be transported to a nearby public school to receive the services.

   - Private school students can be provided with computers for use in a private, religious school. Use of these computers is restricted to the Chapter 1 students and both hardware and software may be used only for secular Chapter 1 purposes. Chapter 1 computer technicians are

permitted to operate and maintain the equipment and keep order, but not to teach the students. The Chapter 1 Policy Manual provides further guidance.

- The technology for distance learning can be brought into the private school. The Chapter 1 student may interact with a teacher who is off-site while using the technology located within the private school.

- Chapter 1 services may be provided by a home tutor at times that are convenient to the family.

- Summer school programs may be offered to both public and private school students in a public school.

- Private school students may receive take-home computers and other materials to work with during the school year or summer.

- Private school students may receive services at a public school before and after the school day.

3. **How do private school students and teachers receive materials and services through existing federal education programs that are state administered?**

   If the federal program makes grants to the SEA or LEA, the program will be administered through these offices. If materials are being ordered for private school students, the LEA or SEA will place the order and receive the materials. The materials remain the property of the LEA or SEA and are made available for the use of the students and teachers.

   If the federal program provides services to private school students, the details regarding provision of these services are determined through consultation between the private school officials and the LEA.

4. **May children who are schooled at home receive services from federal education programs?**

   It may be permissible under certain federal statutes and regulations to extend federal education program services to eligible home schooled children, if this education is being provided in accord with applicable state and local regulations and is considered by the state to be providing elementary and secondary education. One such example would be for an eligible home schooled child to have a tutor paid for by Chapter

1 funds. Another example would be the provision of occupational therapy or speech therapy for a child with a disability by the LEA.

5. **How does a private school administrator obtain an application for a competitive grant competition?**

The administrator should contact the federal program office that administers the grant competition and ask whether the private school is eligible to apply for the grant. If the private school is eligible, the administrator should ask the program office whether the grant is currently being competed, the application deadline, if funds have been appropriated for new awards this fiscal year, and how the school can be placed on a mailing list to receive the application when it becomes available. Some competitive grant announcements in the Federal Register contain a complete application package.

The Department of Education publishes, in the Federal Register, a Combined Application Notice (CAN). This notice, usually published in September, announces most of the Department's competitive grant programs for the upcoming fiscal year.

6. **What additional requirements will a private school be obliged to meet if it receives a federal discretionary grant?**

An applicant must provide several assurances in its application for a federal grant. Among these assurances are an agreement to comply with all federal statutes relating to nondiscrimination, political activities, compliance with fair labor standards and environmental standards, certifications regarding lobbying activities, and certifications that a drug-free workplace will be provided. Specifics of these and other requirements are contained in the application package.

7. **How can a copy of a statute be obtained?**

A copy of a statute is available upon request to any local public library, or the program office in the LEA, SEA, or U.S. Department of Education.

8. **To what does CFR refer? How can a copy of federal program regulations be obtained?**

CFR is the Code of Federal Regulations. It is written by federal agencies to carry out laws passed by

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Congress. U.S. Department of Education regulations are contained in volume 34 of the CFR. A copy of specific program regulations may be obtained by contacting the LEA, SEA, or nearest regional office of the U.S. Department of Education (see appendix D). You may also purchase a copy of 34 CFR through the Superintendent of Documents.

Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954

Those schools that plan to participate in a number of federal programs should regularly consult the Federal Register, which contains notices and newly published regulations for all federal programs. The Federal Register is available in public libraries or may be purchased by subscription for $340 per year from the Superintendent of Documents.

9. What is EDGAR?

EDGAR refers to the Education Department General Administrative Regulations, which are common to many of the Department's programs and are therefore commonly referenced. A copy of EDGAR may be obtained from any U.S. Department of Education regional office (see appendix D) or through the Superintendent of Documents (see address above).

SECTION II

ESTABLISHING PRODUCTIVE WORKING RELATIONSHIPS

Specific actions are statutorily required of SEA and LEA officials in order to provide an equitable opportunity for private school students and teachers to participate in federal education programs. The responsibility for establishing a good working relationship for the administration of federal programs for private school children, however, belongs equally to both public and private school officials.

Roles and Responsibilities of Local and State Education Officials

LEA officials should initiate contact with the responsible private school officials within their jurisdiction and find out whether eligible children in those schools will participate in applicable federal education programs. The representatives of those schools with students choosing to participate must be meaningfully consulted in a timely manner regarding program goals, methods of delivery, and other relevant issues as they affect private school children. Within program guidelines, the LEA officials must work to accommodate the needs of the private school students and teachers during the consultation process. However, the control of program design and the delivery method ultimately rest with the LEA. The LEA also has the responsibility of ensuring that good quality services are delivered to private school students and teachers equitably, that is, in a manner that is equivalent to the manner in which they are delivered to public school students and teachers.

SEA officials are responsible for monitoring the efforts of LEA officials regarding the equitable participation of private school students and teachers in federal education programs that mandate their inclusion. For many programs, the SEA collects assurances from the LEAs in its state that private school officials are contacted, informed, and consulted, and that participating private school students and teachers are receiving services equitably compared to those received by public school students and teachers.

Federal Role in the Participation of Private School Students and Teachers in Federal Education Programs

In reviewing the SEA grant applications under federal education programs that mandate the opportunity for equitable participation of private school students and teachers, the U.S. Department of Education verifies that assurances, if required, have been given regarding participation of private school children and monitors program implementation to ensure that SEAs and LEAs are fulfilling their responsibilities for serving private school children. It is also the role of the U.S. Department of Education to investigate any allegations by private school officials that private school students and teachers are not being

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given an equitable opportunity to participate in programs or are not receiving services equitably as required by statute.

Role of Private School Officials in the Participation of Private School Students and Teachers in Federal Education Programs

Private school officials have a responsibility to keep informed about the services being offered and made available through the LEA for the benefit of the children attending private schools and the teachers employed by private schools. Sources of information include the LEA and SEA officials in charge of administering federal education programs for private school children, private school groups (e.g. United States Catholic Conference and State Catholic Conferences, National Association of Independent Schools, the Lutheran Church-Missouri Synod, American Association of Christian Schools), publications of the U.S. Department of Education (see appendix E), and the Education Department notices in the Federal Register.

Meaningful consultation is most likely to be fruitful when private school officials know the needs of the children and teachers they represent and know the benefits of federal education programs for private school students and teachers. Private school officials' timely response to requests for information by the public school officials facilitates private school students' participation and sets the stage for good working relationships.

Different types of private schools may participate in this process in different ways. Some schools belonging to a group of private schools in a particular area may be represented by a regional or other staff member who coordinates participation in government programs. Many other schools choose the private school principals to coordinate this participation. Each private school will need to identify, for the officials in the LEA and SEA, the person who will act on behalf of the private school students and teachers to coordinate their participation in federal education programs.

Recommendations for Private School Officials Concerning Federal Education Programs for Private School Students

- Make sure that your school is on the mailing lists of your LEA and SEA so that you receive notices about projects being considered. Don't hesitate to check with the LEA if you think you may not be receiving all information.

- Take an active part in the process, finding out in advance the purpose of the programs and the criteria that are used to identify eligible children for a particular program.

- Encourage your school community--parents, teachers, administrators--to take an active role in your own internal needs assessment and planning process.

- Take staff members and parent representatives with you to LEA and SEA meetings, as appropriate, to help in the discussion of your students' needs.

- Be prepared to describe how the services you are requesting will help meet the particular needs of your students.

- Do not "sign off" on projects without engaging in adequate consultation with public school officials. In other words, LEAs should not simply ask you to sign off after they have designed a project or services for private school children. Early and frequent contact between private and public school officials may be essential if private school children are to be equitably served.

- Develop and maintain a relationship with your LEA and SEA officials assigned to private schools to help ensure timely transmittal of information from the LEA and SEA to the private school, and to develop an avenue of communication between the SEA and the private school.

- Give to your LEA a copy of your school calendar, including starting and dismissal times, and notify the LEA as soon as possible of any unscheduled closing.

- Establish a school policy regarding make up work for students who miss classroom lessons and assignments while attending special classes. Schedule your school activities so that students in special programs can be included.

- When you have a problem, try to resolve it through the chains of command in the public and private school systems. Call on the personnel of the SEA and, if that fails, the Office of Private Education at the U.S. Department of Education, or the appropriate federal program office if it can be of assistance.

Recommendations for Public School Officials Administering Federal Education Programs for Private School Students

- Periodically, check all mailing lists to ensure that each private school and private school administrative unit whose children are eligible to participate in federal education programs are on the LEA and SEA mailing lists. All private schools should receive notices about projects being considered, even if the school official has declined to participate in the past.

- Plan to communicate to private school officials the purpose of the program, the types of services or materials programs can provide, and the information you need to administer the program.

- Give private school officials adequate time to provide information and to offer their views about the program.

- Establish early and frequent contacts with private school officials, engaging in meaningful consultation with them, and provide a written plan that reflects the consultation process.

- For private schools with participating children, provide pertinent LEA information, such as the public school calendar and starting and dismissal times. Notify the private school official as soon as possible of any unscheduled changes that affect the delivery of services.

- Monitor the services being provided for the private school children.

- When you have a problem, try to resolve it through the chains of command in the public and private school systems. Call on the personnel of the SEA, and, if that fails, the Office of Private Education at the U.S. Department of Education, or the appropriate federal program office if it can be of assistance.

SECTION III

PARTICIPATING IN

COMPETITIVE GRANT PROGRAMS

Competing for a discretionary grant can be time-consuming, but very rewarding. Before embarking on the process, the applicant should determine which of the specific program needs could be addressed with grant funding and which grant competitions are open to private schools. Applicants may request a Guide to Education Department Programs by calling the U.S. Department of Education Management Support Division, Grants and Contracts Office at (202)708-8773. With information from the Guide and this Handbook, the applicable grants can be investigated. Applicants should review the authorizing statute for statement of purpose and allowable activities. Some discretionary grant programs follow the general administrative regulations published in EDGAR; other grants have specific regulations codified in 34 CFR. Religious school applicants should also be aware that their application will be evaluated in terms of constitutionality relative to the First Amendment of the U.S. Constitution. Therefore, appropriate constitutional safeguards should be a part of an application. The following information should also help in the process of investigation of competitive grant opportunities.

Federal Register Notices

The Federal Register, which is published each weekday and carried by most public libraries, prints notices of discretionary grant competitions and program regulations. The U.S. Department of Education publishes in the Federal Register, prior to a new fiscal year, a combined application notice (CAN), announcing most of the Department's competitive grant programs. Grant programs administered by the U.S. Department of Education are announced in the Federal Register. (The announcement appears in the table of contents under "Education Department.") Grant programs of other agencies may also be applicable to schools.

The first notice published for each grant may be the notice of proposed priority. A priority targets the grant competition to a specific aspect (or aspects) of the program purpose. The Notice of Proposed Priority contains a request for comments on the priorities suggested. The Secretary may suggest a priority for each fiscal year competition. There are three types: 1) The Secretary can set an absolute priority, in which case only grant applications that meet that priority will be considered. 2) The Secretary can set an invitational priority along with or without the absolute priority; an invitational priority gives guidance about the type of program in which the Secretary is most interested, but applicants who address or respond to the priority receive no preference or competitive advantage. 3) The Secretary may announce a competitive priority for which a specified number of points can be awarded in the grant evaluation and selection process.

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Following receipt of comments, the Secretary will publish a notice of final priority. This notice will give the Department's response to comments received. Changes in priorities may be made based on the comments. Finally, an application notice for the grant competition will be published. Some application notices mention a contact person from whom to request a grant application; other notices contain all necessary directions and forms, that can be photocopied by the applicant. Persons interested in applying for federal grants should regularly check the Federal Register for these notices.

Assistance Available

Part 75 of EDGAR contains the general regulations that govern direct grant programs. Limited assistance in preparing a grant application is available from the U.S. Department of Education. While Education Department personnel cannot assist applicants in program design, they can help applicants meet format requirements, interpret directions, and handle related matters. The program office listed in the Federal Register notice is the appropriate office to call. An applicant whose application is not funded may call the program office to request evaluators' comments, in order to improve the application in the next funding cycle.

SECTION IV

FEDERAL EDUCATION PROGRAMS

SERVING PRIVATE SCHOOL STUDENTS

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Matching students' needs to federal resources, and vice versa, requires knowledge of program purposes. By statute and through regulations, programs that serve the special needs of students usually define the needs to be served and the type of services that can be offered, such as educational materials, teacher training, program improvement, and technology. The program services delivered by the LEA must meet specific requirements. Three programs areas that should be given special consideration are for educationally disadvantaged students, students with disabilities, and other important programs to meet special needs. This section discusses each of these three areas of assistance and then highlights some programs that serve private school children.

Programs for Educationally Disadvantaged

Chapter 1 provides special supplemental services to educationally disadvantaged children residing in low-income areas. If the public school the child would attend is designated as a Chapter 1 school based on the concentration of children from low-income families, an educationally deprived child living in the project area and attending a private school would be eligible for Chapter 1 services. However, budget constraints prevent Chapter 1 programs from serving some qualifying students.

Educationally disadvantaged students are also among special populations served under the **vocational education** statute; as a result, administrators should consider vocational education programs when matching student needs with available federal programs.

Programs for Students with Disabilities

Children with disabilities, as defined in the regulations for the **Individuals with Disabilities Education Act (IDEA)**, are eligible for special education and related services needed because of their impairment. Parents who suspect that their child has a disability should contact the local public school district regardless of whether the child attends public or private school. The LEA is responsible for locating, identifying, and evaluating any child living within the boundaries who may have a disability. There is no cost to the parent for this evaluation. For students attending private school, the specific children to be served and the types of special education services to be provided must be determined by consultation between LEA officials and representatives of the private school student.

These students and other students with disabilities also have rights and protection under **Section 504 of the Rehabilitation Act** and under the vocational education statute.

Other Programs to Meet Special Needs

The **Elementary and Secondary Education Act (ESEA)** provides federal funds for meeting various special needs. Several of these programs under ESEA provide for the participation of private school students. Although federal funds cannot be used for the primary purpose of improving a private school, these funds can be used for materials and services that benefit children attending the private school. **Chapter 2 of Title I of ESEA** specifies seven areas toward which funds can be targeted. The **Eisenhower Mathematics and Science Program** provides for materials and teacher training in math and science. **The Drug-Free Schools and Communities Act** program includes provisions for private school students in Part B--State and Local Programs.

The **National Diffusion Network (NDN)** is a program of national dissemination of school programs that have been validated as effective. NDN program adoptions can lead to school improvement to the benefit of private school students. Grants are awarded to the developers of particularly effective programs to help disseminate them to other schools. Other programs are available through the NDN catalogue and the facilitators; all programs have been validated as effective. Each state has an NDN facilitator program that is responsible for assisting schools, groups of schools, and school divisions in adopting programs for school improvement. Private schools can access these programs through the Private School Facilitator Office. Appendix G contains specific information regarding the NDN Private School Facilitator program.

Information on Programs That Include Private School Students and Teachers

The programs in this section are organized by program office:

Office of Elementary and Secondary Education (OESE)

Office of Special Education and Rehabilitative Services (OSERS)

Office of Educational Research and Improvement (OERI)

Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

The term LEA refers to the local educational agency; the term SEA refers to the state educational agency. An IHE is an institution of higher education.

For further information on a particular program, including competitive grant information and applicants, contact the program office listed in each program description. Addresses and phone

numbers for the U.S. Department of Education program offices are listed in appendix D. To participate in programs operating through the SEA and LEA, private school personnel should call or write to the SEA and LEA.

Finally, most authorizing statutes expire on a specific date, by which time Congress will consider the programs for reauthorization. During the reauthorization process, programs could be added and existing programs could be modified or deleted. The year prior to reauthorization presents an opportunity for public comment. Following reauthorization, the Department of Education reviews and revises regulations to reflect statutory changes. The following timetable gives the reauthorizing dates of statutes governing programs administered by the U.S. Department of Education and included in this handbook.

Elementary and Secondary Education Act	Expires September 30, 1993.
Higher Education Act	Reauthorized July, 1992; expires September 30, 1997.
Individuals with Disabilities Education Act	No expiration date.

PROGRAMS ADMINISTERED BY THE OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Office of Elementary and Secondary Education provides leadership, direction, and financial support to state and local education agencies. The office's programs advance the academic opportunities of America's neediest children. In addition, it manages the Department's drug-use prevention strategies.

1. Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 2701-2731, 2821-2838, 2851-2854, 2891-2901.

34 CFR Part 200.

Chapter 1 Policy Manual, particularly the chapter on Services for Private School Children.

PURPOSE:

To help local education agencies (LEAs) meet the special educational needs of educationally deprived children residing in school attendance areas with high concentrations of children from low-income families, by helping such children succeed in the regular program, attain grade level proficiency, and improve achievement in basic and more advanced skills.

ELIGIBILITY REQUIREMENTS:

Educationally deprived children who are identified as such in the LEA's annual needs assessment and who reside in the school attendance area of a public school selected for Chapter 1 are eligible for Chapter 1 services. An educationally deprived child attending a private school is eligible for services if the child would be eligible for services if attending a public school. Budget constraints prevent some eligible children from receiving services. However, Chapter 1 services and expenditures for public and private school children must be equitable.

1992 appropriation level: $6,135,000,000.

DESCRIPTION:

Under the Chapter 1 program in LEAs, the Secretary provides federal financial assistance for projects designed to meet the special educational needs of educationally deprived children residing in school attendance areas with high concentrations of children from low-income families, children in local institutions for neglected or delinquent children, and Indian children. The

children. The purpose of this assistance is to improve the educational opportunities of educationally deprived children. This purpose is accomplished through means such as supplemental education programs, schoolwide programs, and increased involvement of parents in their children's education.

Chapter 1 provides financial assistance to LEAs to help children at the preschool, elementary, and secondary levels. School districts identify the school attendance areas with high concentrations of children from low-income families, conduct an assessment of educational needs of the children in those attendance areas (whether they attend public or private schools), and design and implement programs to serve those children in greatest need. Consultation with private school officials is required during all phases of the process and eligible private school children must be selected and served on the same basis as their public school peers. The impact of the services must be assessed annually, and the services must be modified or upgraded for programs and children not making adequate progress (as defined by LEA standards).

Services for private school children must be equitable to those for public school children and consistent with their numbers and needs. In addition, the services must comply with the Aguilar v. Felton ruling of the U.S. Supreme Court, which prohibits Chapter 1 instructional staff from providing Chapter 1 services in religiously affiliated private schools.

OTHER RELEVANT INFORMATION:

A brochure describing the participation of private school children in Chapter 1 will be published by the U.S. Department of Education in November 1992.

2. Chapter 2 of Title I of the Elementary and Secondary Education Act of 1965, as amended -- Federal, State, and Local Partnership for Educational Improvement.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 2911-2952; 2971-2976.

34 CFR 298.

Chapter 2 nonregulatory guidance.

PURPOSE:

To provide the initial funding to enable SEAs and LEAs to implement promising educational programs; to provide a continuing source of innovation, educational improvement, and support for library and instructional materials; to meet the special educational needs of "at risk" and high cost students; to enhance the quality of teaching and learning through effective schools programs; and to allow SEAs and LEAs to meet their educational needs and priorities for targeted assistance.

ELIGIBILITY REQUIREMENTS:

All children attending public and private, nonprofit schools are eligible for benefits under this program. Private school children receive equitable services through the LEA.

1992 appropriation level: $450,000,000.

DESCRIPTION:

The Chapter 2 program supports and enhances state and local educational programs through a variety of activities. An SEA applies to the U.S. Department of Education; an LEA applies to the SEA and provides services to children in public and private schools. An SEA may set aside up to 20 percent of the state's total Chapter 2 funds for state-administered activities. Private school students and teachers are eligible to participate in these projects on an equitable basis.

LEAs may use Chapter 2 funds for any of the following programs:

1. Programs to meet the educational needs of students at risk of failing or dropping out, or students for whom an education entails higher than average costs;

2. Programs for the acquisition and use of instructional and educational materials to improve the quality of instruction;

3. Innovative programs designed to carry out schoolwide improvements;

4. Programs of training and professional development to enhance the knowledge and skills of educational personnel;

5. Training programs to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading problems that place them at risk for illiteracy in their adult years;

6. Programs designed to enhance personal excellence of students and their achievement; and

7. Innovative projects to enhance the educational program and climate of the school.

An LEA that receives Chapter 2 funds is required to consult annually with appropriate private school officials regarding the development and implementation of the Chapter 2 program before the LEA makes any decisions that affect the opportunities of private school children to participate in the program. This consultation includes notice to private school officials of the Chapter 2 services and benefits that private school children are eligible to receive.

3. Dwight D. Eisenhower Mathematics and Science Education Program.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 1221e-1234; 2981-2991.

34 CFR 208.

PURPOSE:

To improve the skills of teachers and the quality of instruction in mathematics and science in the nation's public and private elementary and secondary schools.

ELIGIBILITY REQUIREMENTS:

All children attending either public or private school may receive benefits under this program. Private school children receive equitable services through the LEA, and, in some cases, an institution of higher education (IHE).

1992 appropriation level: $240,000,000.

DESCRIPTION:

At the LEA level, program activities must include teacher re-training and in-service training, as well as other measures designed to enhance teacher performance in science and mathematics instruction. Teacher training projects that involve computer instruction are authorized only in the context of mathematics and science programs, and LEAs can use funds to purchase computer or telecommunications equipment only at schools with at least a 50 percent low income population, after all other training needs of the school have been met. A separate higher education component of the program also focuses on teacher training and pre-service efforts, and involves IHEs working together with one or more LEAs. The SEA also returns some funds for special activities. At all levels, the program also focuses attention on improving instruction in these critical subjects for historically underrepresented and underserved groups, such as women and minorities.

Regardless of whether the program is operated by the SEA, LEA, State Agency for Higher Education (SAHE), or an IHE, the operating agency makes provisions for the equitable participation of private, nonprofit school teachers and students.

OTHER RELEVANT INFORMATION:

LEA officials are to consult annually on program development and operations with appropriate officials of all private, nonprofit schools within their district before applying to the SEA for funding. In the SAHE's funding of IHE programs, or in the SEA's use of funds for special activities, the state may target special student populations, such as historically underrepresented and underserved females, persons with limited English proficiency, migrants, persons with disabilities, and, from a national perspective, minorities. The LEA's program is based on an annual assessment of district-wide teacher training and curriculum needs.

4. Part B of the Drug-Free Schools and Communities Act -- State and Local Programs.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3191-3197.

Nonregulatory guidance (April 1991 draft): particularly Questions J.1 through J.21, pp. 62-69.

PURPOSE:

To provide school-based and community programs of drug and alcohol abuse education and prevention.

ELIGIBILITY REQUIREMENTS:

All children attending public and private schools, in grades K-12, may be served by this program. Private school students receive equitable services through the LEA, the governors' program, and the SEA, if it conducts activities with its set-aside. Children and youth from high-risk environments are a primary focus of programs operated with Governors' funds.

1992 appropriation level: $507,663,000.

DESCRIPTION:

Funds are allocated by formula to Governors and SEAs. Each LEA that has an approved application on file with the SEA is eligible to receive funds. Both the governor and the SEA administer portions of this funding. The SEA gives more than 90 percent of its portion to the LEA. Both the governor and the LEA are required to provide for the equitable participation of private school children and teachers in drug and alcohol abuse education and prevention activities. If the SEA conducts any activities with its set-aside, it is also required to provide equitable services to private school children and teachers. Private schools with students and teachers who wish to participate but have been invited by the LEA, should contact the LEA official or the state coordinator for participation information.

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5. Follow Through.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAMS GUIDELINES:

42 U.S.C. 9861-77.

34 CFR 215.

PURPOSE:

To sustain and augment, in kindergarten and the primary grades, the gains that children from low-income families make in Head Start and other preschool programs of similar quality by (1) providing comprehensive services that will help these children develop to their full potential; (2) achieving active participation of parents; (3) producing knowledge about innovative educational approaches specifically designed to help these children grow and develop; and (4) demonstrating and disseminating effective Follow Through practices.

ELIGIBILITY REQUIREMENTS:

A local Follow Through project must serve primarily low-income children enrolled in kindergarten and primary grades who have participated in a full-year Head Start or similar preschool program, including other federally assisted compensatory preschool programs. To meet this requirement, the project must ensure that at least 60 percent of the children are from low-income families and at least 60 percent of the children have had preschool experience. A local Follow Through project must provide for participation of eligible students enrolled in private, nonprofit elementary schools.

1992 appropriation level: $8,600,000.

DESCRIPTION:

The Secretary awards local Follow Through project grants to LEAs. The Secretary may also award grants to another appropriate public or private nonprofit agency, organization, or institution if the Secretary determines it is necessary to include significant numbers of eligible children who cannot be served by the LEA.

Projects typically implement an innovative educational approach specifically designed to improve the school performance of low-income children in kindergarten and the primary grades. The projects are implemented in regular classrooms and provide supplementary or specialized instruction to all students in the classroom; orient and train Follow Through staff; provide for the active participation of Follow Through parents; provide health, social, nutritional, and other support services; and demonstrate and disseminate information about effective Follow Through practices to encourage other public and private schools to adopt those practices.

OTHER RELEVANT INFORMATION:

In FY 1993, the Department expects only to fund noncompetitive continuation awards under this program.

6. Even Start.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 2741-2749.

34 CFR 212.

PURPOSE:

The Even Start program supports family-centered educational projects to help parents become full partners in the education of their children, help children (ages 0 through 7) reach their full potential as learners, and provide literacy training for their parents. The program provides funds to states for competitive subgrants to eligible entities (including LEAs) that must coordinate with other local programs offering services to Even Start families.

ELIGIBILITY REQUIREMENTS:

Eligible participants are parents of eligible children if the parents are eligible for participation in an adult education program under the Adult Education Act, and children, from birth through age 7, of any eligible parents, who live in an elementary school attendance area designated for participation in Chapter 1 programs.

1992 appropriation level: $70,000,000.

DESCRIPTION:

Even Start is aimed at families in which one or both parents need literacy skills and in which there is at least one child age birth through 7. Most qualifying parents either did not graduate from high school and need adult literacy skills education or General Education Development (GED) training, or have limited English proficiency and need instruction in English as a second language. At least one family member must remain eligible in order for either to participate in the program.

Even Start provides three core services--early childhood education, training to teach parents how to help their children learn, and adult literacy instruction.

A local project must provide some home-based instructional services to the parents and children together. Projects must also coordinate with Chapter 1 and Head Start programs, and with other relevant programs.

7. The Foreign Languages Assistance Program.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3474; 1221e - 1234; 6506; 2981-2991.

34 CFR 208.

Notice of interpretations published in the Federal Register on January 30, 1982.

PURPOSE:

To make grants to SEAs to pay the federal share of the cost of approved model programs, designed and operated by local educational agencies, for the commencement or improvement and expansion of foreign language study for students.

ELIGIBILITY REQUIREMENTS:

All children enrolled in public or private schools, who live in the school district, are eligible to participate in any model program funded under the Foreign Language Assistance Program. Private school students receive equitable services through the LEA.

1992 appropriation level: $10,000,000.

DESCRIPTION:

The model programs funded under the Foreign Language Assistance Program are designed by LEAs and represent a variety of alternative and innovative approaches to foreign language instruction. The SEA chooses LEA projects to be funded on a competitive basis. The Secretary has designated Arabic, Chinese, Japanese, Korean, and Russian as the main critical foreign languages in which model programs may be funded. In some circumstances, the teaching of other languages can be funded.

OTHER RELEVANT INFORMATION:

The act requires that, to the extent consistent with the number of children in the state (or in the school district of each LEA) who are enrolled in private elementary and secondary schools, each state (or LEA) shall, after consultation with appropriate private school representatives, make provisions to include special services in which children attending private schools can participate. Model programs are open to all children in the grade level or levels for which the model was designed. LEA officials are to consult on program development and operations with appropriate officials of all private, nonprofit officials within its school district before the SEA can approve funding for the project.

8. Law-Related Education.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 2965.

34 CFR 241.

PURPOSE:

To provide persons with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which these are based.

ELIGIBILITY REQUIREMENTS:

Applicants may be SEAs, LEAs, and public or private, nonprofit agencies, organizations, and institutions.

1992 appropriation level: $6,000,000.

DESCRIPTION:

The Law-Related Education (LRE) program: (1) supports programs at the elementary and secondary school levels by developing and implementing a model process designed to institutionalize LRE; (2) provides assistance from established LRE programs to other states and local agencies; and (3) supports projects to develop, test, demonstrate, and disseminate new approaches or techniques.

OTHER RELEVANT INFORMATION:

Priorities include making existing model elementary and secondary programs a part of the regular curriculum; supporting projects in which established programs help other state and local educational agencies to institutionalize successful programs; and encouraging projects for developing, testing, demonstrating, and disseminating new approaches or techniques in law-related education that can be used or adapted and eventually institutionalized by other agencies and institutions. A typical grant cycle begins October 1 and ends September 30. Awards can be made for up to 36 months.

9. Drug-Free Schools and Communities Act--Federal Activities Grants Program.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3212.

34 CFR 231, 235.

PURPOSE:

To provide assistance to SEAs, LEAs, IHEs, and non-profit agencies, organizations and institutions to support drug and alcohol abuse education and prevention activities.

ELIGIBILITY REQUIREMENTS:

Eligible applicants are SEAs, LEAs, IHEs, and nonprofit agencies, organizations, and institutions. The applicant specifies the population to be served, within the requirements of the program.

1992 appropriation level: $6,500,000.

OTHER RELEVANT INFORMATION:

The 1993 absolute priority: projects designed to prevent the use of alcohol by youth in grades K-12.

10. School Dropout Demonstration Assistance Program.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3241 et seq.

PURPOSE:

To demonstrate effective programs to reduce the number of students who do not complete their elementary and secondary education.

ELIGIBILITY REQUIREMENTS:

Eligible applicants are local educational agencies, educational partnerships, and community-based organizations. Private schools may participate as community-based organizations if they meet the statutory definition of a community-based organization--"a private, nonprofit organization which is representative of a community or significant segments of a community and which has a proven record or providing effective education or related services to individuals in the community." 20 U.S.C. 3272.

1992 appropriation level: $40,000,000.

DESCRIPTION:

The projects are designed to establish and demonstrate (1) effective programs to identify potential student dropouts and prevent those students from dropping out; (2) effective programs to identify and encourage children who have already dropped out to reenter school and complete their elementary and secondary education; (3) effective programs for early intervention designed to identify at-risk students at the elementary and secondary school level; and (4) model systems for collecting and reporting information to local school officials on the number, ages and grade levels of children not completing their elementary and secondary education and reasons why they have dropped out of school.

To meet the goals of the program, a given project may employ several strategies to encourage students' attendance, achievement, retention, and completion of the program. Common

strategies include instruction in small classes; regular reinforcement and feedback to participants about their progress; provision of adult mentors; remedial academic instruction; vocational education; a flexible class schedule, including evenings; child care; cooperative employment; and job placement. Some programs coincide with the school year, others have an open entry/open exit schedule.

OTHER RELEVANT INFORMATION:

In FY 1993, the Department expects only to fund noncompetitive continuation awards under this program.

11. Native Hawaiian Family-Based Education Centers Program.

PROGRAM OFFICE:

Office of Elementary and Secondary Education.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 4094.

PURPOSE:

To develop and operate Family-Based Education Centers, throughout the Hawaiian Islands. Centers must include parent-infant programs, preschool programs, continued research and development, and longterm follow-ups and assessment.

ELIGIBILITY REQUIREMENTS:

Native Hawaiian children are eligible for services. Native Hawaiian Educational Organizations (including private schools) are eligible for grants.

1992 appropriation level: $3,300,000.

OTHER RELEVANT INFORMATION:

Under this program a private school may provide services to serve Native Hawaiian children and their parents.

PROGRAMS ADMINISTERED BY THE OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

The Office of Special Education and Rehabilitative Services (OSERS) supports programs that assist in educating children with special needs; provides for the rehabilitation of youth and adults with disabilities; and supports research to improve the lives of individuals with disabilities, regardless of age. In addition, OSERS conducts a large number of discretionary grant competitions each funding cycle. These grants are targeted for specific categories of disabilities and for special projects to serve these populations. Because of this specialized focus, competitive grants from OSERS are not listed separately.

Four examples of discretionary grants administered by the Office of Special Education Programs in OSERS for which private schools (as nonprofit or for-profit organizations) are eligible applicants are these:

1. Technology, Educational Media, and Materials for Individuals with Disabilities Program;

2. Programs for Children and Youth with Serious Emotional Disturbance (nonprofit only);

3. Training Personnel for Individuals with Disabilities--Parent Training and Information Centers (nonprofit only); and

4. Training Personnel for Individuals with Disabilities--Grants for Personnel Training (nonprofit only).

For further information, contact Linda Glidewell in the Office of Special Education Programs at (202)205-9099.

1. Part B of The Individuals with Disabilities Education Act.

PROGRAM OFFICE:

Office of Special Education and Rehabilitative Services.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 1413(a)(4)(A).

34 CFR Subpart D 300.450-300.452.

Policy Letters - EHLR 211:388 (1986); 211: 454 (1987), 213: 125 (1988); 213: 157 (1988); 213: 186 (1988); 213: 240 (1989); EHLR 213: 269 (1989); 16: 1364 (1990); 16 EHLR 1368 (1990); 17: 223 (1990); 17: 523 (1991); 18: 276 (1991); 18: 742 (1992).

PURPOSE:

To ensure that all children with disabilities aged 3 through 21 have available to them a free, appropriate, public education which includes special education and related services to meet their unique needs.

ELIGIBILITY REQUIREMENTS:

Children with disabilities are those children who are evaluated in accordance with IDEA program regulations as having mental retardation; hearing impairments including deafness; speech or language impairments; visual impairments including blindness; serious emotional disturbance; orthopedic impairments; autism; traumatic brain injury; other health impairments; specific learning disabilities; deaf-blindness; or multiple disabilities--and who, because of those impairments, need special education and related services. The category of children with disabilities who are recognized as needing special education and related services may, at a state's discretion, include preschool children (ages 3-5) who are experiencing developmental delays, as defined by the state and as measured by appropriate diagnostic instruments and procedures.

1992 appropriation level: $1,976,095,000.

DESCRIPTION:

Local education agencies provide students with disabilities who have been enrolled by their parents in private schools with an

opportunity for equitable participation that is consistent with the number of eligible private school students, their location, and their needs. Any services provided as a result of participation are based on an evaluation of the student and an individualized education program (IEP).

Local education officials consult with appropriate representatives of students enrolled in private schools and with the students' parents during all phases of the development and design of the IEP to provide special education services. The representatives of the students are given an opportunity to express their views. The IEP is developed at a meeting that includes the parents of the student, representatives of the public agency, and representatives of the private school and the student's teacher.

IDEA establishes a right for all children to a free, appropriate, public education. Part B does not, however, establish an individual entitlement to receive special education and related services for children with disabilities enrolled in private schools by their parents. The states are obliged only to provide a genuine opportunity for equitable participation of private school children with disabilities, not to provide services to every child with a disability. In determining which students will be served, the local educational agency must ensure that the requirement for consultation with appropriate representatives of students enrolled in private schools is met. The state must also ensure that the opportunity to participate is consistent with the number, location, and needs of private school children with disabilities in the state.

In providing free, appropriate, public education to students living within the boundaries of the LEA, the LEA may opt to place students, at no cost to the parents, in a private school if the LEA does not have a program to meet the educational needs of the child.

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PROGRAMS ADMINISTERED BY THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

The Office of Educational Research and Improvement (OERI) supports research and demonstration projects to improve education and libraries; collects and analyzes education statistics; disseminates information on the condition of education; oversees school recognition programs; and supports school improvement programs, especially in math and science.

1. Dwight D. Eisenhower National Program for Mathematics and Science Education (competitive grant program).

PROGRAM OFFICE:

Office of Educational Research and Improvement.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 2992.

34 CFR 755.

PURPOSE:

To support projects of national significance designed to improve the quality of instruction in mathematics and science in the nation's elementary and secondary schools and to increase the access of all students to that instruction.

ELIGIBILITY REQUIREMENTS:

Eligible grantees are state education agencies, local education agencies, institutions of higher education, and public and private, nonprofit organizations.

1992 appropriation level: $16,000,000.

DESCRIPTION:

This competitive, discretionary grant program is designed to improve the quality of mathematics and science instruction in elementary and secondary schools. The competition is announced annually in the Federal Register.

Special consideration is given to programs that train and retrain teachers in methods of scientific inquiry and provide materials to help students. Special consideration is also given to the provision of services to historically underserved and underrepresented populations (especially to gifted and talented children from within such populations) in the fields of math and science.

2. Blue Ribbon Schools Program.

PROGRAM OFFICE:

Office of Educational Research and Improvement.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 2966.

PURPOSE:

To identify and give national recognition to a diverse group of public and private schools that are judged to be unusually effective in meeting local, state and national goals and in educating all their students. The program seeks to promote school improvement nationwide through a self-evaluation process required of local school communities and through the modeling of schools that receive the award for their high-quality education.

ELIGIBILITY REQUIREMENTS:

Private and public elementary and secondary schools in the United States, Puerto Rico, and the Department of Defense Dependents Schools are eligible to compete. Elementary and secondary schools are eligible on alternating years. Private schools are nominated through the Council for American Private Education (CAPE).

1992 funding level: $885,000.

DESCRIPTION:

In May of each year, CAPE sends a letter to every private school in the country announcing the program and offering to send the nomination package on request to any school that wishes to apply for the Blue Ribbon Schools award. The completed nomination package is due to CAPE by November 1. After a review of the nominations, CAPE submits the allotted 100 nominations to the U.S. Department of Education by the first week of December.

A national review panel of 100 outstanding public and private school educators, college and university staffs, state and local government officials, school board members, parents, and other representatives of the public examines the nominations and recommends the most outstanding for site visits to confirm the accuracy of the nomination package. The national review panel

then reconvenes and recommends to the U.S. Secretary of Education the schools that will be designated Blue Ribbon.

A national recognition ceremony takes place in Washington, D.C., in September. In the past, the Washington ceremony has included a trip to the White House for a meeting with the President by three representatives of each school.

The selection criteria for the Blue Ribbon Schools focus on leadership, teaching environment, curriculum and instruction, student environment, parental and community support, and organizational vitality. The national review panel also considers additional indicators of success, such as student performance on measures of achievement; daily student and teacher attendance rates; students' postgraduate pursuits; school, staff, and student awards; and high student retention and graduation rates.

OTHER RELEVANT INFORMATION:

Since 1984, 441 private schools have been recognized as Blue Ribbon Schools. In 1991, the U.S. Department of Education recognized 53 private schools out of a total of 100 submitted by CAPE; the Department recognized 169 of 390 public schools. Private schools seeking additional information should contact Council for American Private Education (see appendix H).

3. Secretary's Fund for Innovation in Education (FIE) Program.

PROGRAM OFFICE:

Office of Educational Research and Improvement.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3151-3155.

PURPOSE:

To provide grants for projects that show promise of identifying and disseminating innovative educational approaches at the preschool, elementary, and secondary levels.

ELIGIBILITY REQUIREMENTS:

Eligible grantees are state and local education agencies, institutions of higher education, and other public and private agencies, organizations, and institutions. Private organizations and institutions, both profit and private, nonprofit schools, are eligible for grants under the Innovation in Education, Technology Education, Computer-Based Instruction, Innovative Alcohol Abuse Education, and the Secretary's Fund for Innovation in Education programs. Only SEAs and LEAs are eligible for grants under the Comprehensive School Health Education Programs.

1992 appropriation level: $24,000,000.

DESCRIPTION:

Innovation in Education supports the identification and dissemination of innovative educational approaches, including assessments of recent educational reforms, experiments with reform strategies, and demonstrations of projects. In the past, the program has sought to promote projects that expand educational choice, develop alternative methods for teacher and principal certification, provide merit incentives and greater accountability, reduce the number of dropouts, and improve early childhood education.

Through the Technology Education Program, the Secretary is authorized to develop materials for educational television and radio programming for use in elementary and secondary education, together with programs that use telecommunications and video resources for the instruction of public and private elementary and secondary school students and for related teacher training

programs for public and private elementary and secondary school teachers.

The Computer-Based Instruction Program provides grants and contracts to strengthen and expand computer education resources available in public and private elementary and secondary schools.

Innovative Alcohol Abuse Education Programs support the development of materials for programs of alcohol abuse education, particularly to benefit students who are children of alcoholics. These programs also support grants to inform educators about the special problems such children may have.

Grants under the Comprehensive School Health Education Programs may be made to SEAS and LEAs to improve elementary and secondary education in areas such as personal health and fitness, nutrition, and substance abuse.

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4. Fund for the Improvement and Reform of Schools and Teaching (FIRST): Schools and Teachers Program and Family-School Partnership Program.

PROGRAM OFFICE:

Office of Educational Research and Improvement.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

Schools and Teachers Program: 20 U.S.C. 4811-4812; 34 CFR 757.

Family School Partnership Program: 20 U.S.C. 4821-4823; 34 CFR 758.

PURPOSE

To support projects that improve educational opportunities for, and the performance of, elementary and secondary school students and teachers by helping educationally disadvantaged or at-risk children meet higher educational standards; providing performance incentives; strengthening leadership and teaching; promoting closer ties among school teachers, administrators, families, and the local community; providing opportunities for teacher enrichment; encouraging projects that refocus priorities; enabling local schools to establish closer ties with an institution of higher education; increasing the number and quality of minority teachers; providing entry-year assistance to new teachers and administrators; improving the teacher certification process; and encouraging pride in schools by promoting individual responsibility and involvement in civic activities.

ELIGIBILITY REQUIREMENTS:

Eligible grantees for the FIRST: Schools and Teachers Program are SEAs, LEAs, IHEs, nonprofit organizations, individual schools, consortia of individual schools and consortia of these schools and institutions. Eligible grantees for the FIRST: Family-School Partnership Program are LEAs that are eligible to receive grants under Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended. A grantee may provide, consistent with the number of children enrolled in public and private elementary and secondary schools located in the grantee's district, for the participation of private elementary and secondary teachers, students, and students' families in the activities funded under this program.

1992 appropriation level: $5,495,000.

DESCRIPTION:

The FIRST: Schools and Teachers Program awards discretionary grant funds to selected applicants for projects that increase educational opportunities for, and the performance of, students and their teachers. The Secretary gives competitive preference to proposed projects that (1) benefit students or schools with below-average academic performance; (2) lead to increased access of all students to a high-quality education; or (3) develop or implement a system for providing incentives to schools, administrators, teachers, students, or others to make measurable progress toward specific goals of improved educational performance.

5. Jacob K. Javits Gifted and Talented Students Education Grant Program.

PROGRAM OFFICE:

Office of Educational Research and Improvement.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3061-3068.

34 CFR 791.

PURPOSE:

To support a coordinated program of research, demonstration projects, and personnel training that will build schools' capability to identify and meet the special educational needs of gifted and talented students. Projects supported under this program either serve gifted and talented students directly, or increase the schools' capability to do so. Priority is given to identifying students missed by traditional assessment methods (including students who are economically disadvantaged, have limited-English proficiency, or have disabilities), and to education programs that include gifted and talented students from such groups.

ELIGIBILITY REQUIREMENTS:

Entities eligible to apply for grants are SEAs, LEAs, IHEs, and other public and private agencies and organizations (including Indian tribes and organizations as defined by the Indian Self-Determination and Education Assistance Act and Hawaiian Native organizations). Both for-profit and private, nonprofit schools are eligible grantees. Private school students are eligible to participate in an LEA Javits Gifted and Talented program.

1992 appropriation level: $9,732,000, total.
$4,913,833, new grants.

DESCRIPTION:

The Javits Program is designed to provide financial assistance to SEAs, LEAs, IHEs, and other public and private agencies and organizations that provide educational services to gifted and

talented students. Funding priority is given to projects that identify disadvantaged students, such as persons who are economically disadvantaged, have limited English proficiency, or have disabilities.

The following kinds of projects are funded: (1) preservice and in-service training for personnel involved in the education of gifted and talented students; (2) model projects and exemplary programs for the identification and education of gifted and talented students; (3) projects that strengthen the capability of SEAs and IHEs to provide leadership and assistance to LEAs and private, nonprofit schools in identifying and educating gifted and talented students; and (4) programs for technical assistance and information dissemination. If the grantee is an LEA and the project includes provisions of services to students and teachers, the grantee shall provide for the equitable participation in the project of students and teachers in private, nonprofit elementary and secondary schools, including the participation of teachers and other personnel in preservice and in-service training programs for serving gifted and talented students.

6. National Diffusion Network (NDN).

PROGRAM OFFICE:

Office of Educational Research and Improvement.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 2962.

34 CFR 785, 786, 787, 788, and 789.

PURPOSE:

To promote and accelerate the systematic, rapid dissemination and adoption by public and private education institutions nationwide of educational practices, products, programs, and dissemination processes that have been validated by the U.S. Department of Education's Program Effectiveness Panel.

ELIGIBILITY REQUIREMENTS:

Any public or private, nonprofit agency, organization, or institution that has developed a program, product, or practice that has Program Effectiveness Panel validation and that is implemented in a site that can be visited may apply for a new Developer-Demonstrator award.

Any public or private, nonprofit agency, organization, or institution that has in operation a dissemination process that has current Program Effectiveness Panel Approval may apply for a new Dissemination Process grant to enable the program sponsor to disseminate the program through the National Diffusion Network.

Any public or private, nonprofit agency, organization, or institution located in the state to be served may apply for a State Facilitator award, or for a Private School Facilitator grant to serve private schools nationwide.

Private education institutions are eligible to access the programs disseminated by the National Diffusion Network, through their State and Private School Facilitator project offices.

1992 appropriation level: $14,700,000.

DESCRIPTION:

The National Diffusion Network is a federally funded dissemination system that assists public and private schools, colleges, and other educational institutions by sharing successful education programs, products, and processes. To support and encourage this dissemination system, the U.S. Department of Education awards dissemination grants to four types of projects: Developer-Demonstrator projects, Dissemination Process projects, State Facilitator projects and a Private School Facilitator project. Every Developer-Demonstrator or Dissemination Process project funded by the NDN has demonstrated its effectiveness to the U.S. Department of Education's Program Effectiveness Panel. This means that the projects were effective at their development site and that they can be used successfully at other sites. Projects assist local schools by providing training and consultative assistance to those implementing the project at a new site. Private, nonprofit schools are eligible to compete for grants and to adopt NDN programs as a cost-effective way of improving instruction.

State and local education agencies that apply for Developer Demonstrator awards must specify these plans to provide an opportunity for adoption of the exemplary education program by private, nonprofit schools and the opportunity to use the information, instructional materials and services available from Dissemination Process Programs.

Applicants for new Facilitator project awards must provide private schools an opportunity for consultation in the development of the application, and consultation in carrying out and participating in the project activities.

Private schools can access the programs of the National Diffusion Network through their State Facilitator and the Private School Facilitator project offices (see appendix G).

7. Star Schools.

PROGRAM OFFICE:

Office of Educational Research and Improvement.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 4081-4086.

PURPOSE:

To encourage improved instruction, particularly in mathematics, science, foreign languages, and other subjects such as vocational education, through demonstration grants to telecommunications partnerships for the development and acquisition of telecommunications equipment and instructional programming.

ELIGIBILITY REQUIREMENTS:

The Star Schools program supports eligible telecommunications partnerships organized on a statewide or regional basis. Partnerships are composed of either an organization established to operate telecommunications networks to provide educational programming or three or more of the following types of organizations (one of which must be a local education agency or a state education agency): state higher education agencies, institutions of higher education, teacher training centers, local education agencies, public television stations, other public or private telecommunications agencies, and public or private elementary or secondary schools. In addition to private school participation in a telecommunications partnership, students attending private schools may receive services from a Star Schools partnership.

1990 appropriation level: $14,819,000.

DESCRIPTION:

The Star Schools program provides access to telecommunications systems for children in isolated locations to improve instruction in mathematics, science, foreign language, and other subjects such as vocational education.

In FY 1988, the Department funded four Star Schools partnerships with appropriations for FY 1988 and FY 1989 to implement two-year

demonstration grants. Students have received high school credit in science, mathematics, or foreign language instruction through the program. Students also participated in hands-on science experiments and enrichment programs. Teachers received college credit and participated in staff development seminars through the system. In the first funding cycle, most of the students served were located in small rural schools in the southern and central regions of the country. In the second funding cycle, enhanced services have been provided to the northwestern and northeastern regions. In addition, two of the four new projects focus on students in urban settings.

Funds may be used to develop, construct, and acquire telecommunications facilities and equipment, to develop and acquire instructional programming, and to obtain technical assistance. Not less than 50 percent of the funds awarded must be for services, equipment, or facilities for local education agencies eligible to receive Chapter 1 funds, and not less than 25 percent must be for instructional programming. The grantees must match 25 percent of the funds except in the case of demonstrated hardship.

8. Educational Research Grant Program: Field Initiated Studies.

PROGRAM OFFICE:

Office of Educational Research and Improvement:

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 1221e.

34 CFR 700.

PURPOSE:

To support research and development activities designed to advance educational theory and practice. Applicants are invited to select the topics to be addressed in the grants.

ELIGIBILITY REQUIREMENTS:

Eligible applicants are IHEs, public and private organizations, institutions, and agencies and individuals.

1992 appropriation level $976,000

DESCRIPTION:

The Secretary may fund applications that include those designed to carry out educational research, dissemination of educational research, or training of individuals in educational research. The Secretary may restrict educational research projects to basic research, applied research, development, planning, surveys, assessments, evaluations, investments, experience, or demonstrations in education and fields related to education. The Secretary may also select funding priorities from a list of biennial research priorities published in the Federal Register for public comment.

PROGRAMS ADMINISTERED BY THE OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

The Office of Bilingual Education and Minority Languages Affairs administers programs to teach English to students with limited English proficiency.

1. Transitional Bilingual Education (TBE) Program.

PROGRAM OFFICE:

Office of Bilingual Education and Minority Languages Affairs:

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3291.

34 CFR 501.

PURPOSE:

To provide financial assistance to establish, operate, or improve programs of transitional bilingual education (TBE) for children with limited English proficiency.

ELIGIBILITY REQUIREMENTS:

LEAs are eligible applicants. Institutions of higher education, including junior or community colleges, may apply with one or more LEAs.

1992 appropriation level: $83,750,000.

DESCRIPTION:

The TBE Program is designed for children with limited English proficiency in elementary and secondary schools. It provides structured English-language instruction and, to the extent necessary to allow a child to achieve competence in the English language, instruction in the child's native language. The instruction incorporates the cultural heritage of the participants and of other children in American society. The instructional program includes all courses or subjects of study needed to meet grade-promotion and graduation standards.

To prevent the segregation of children on the basis of national origin and to broaden the understanding of children about other languages and cultural heritages, a TBE project may include the participation of children whose native language is English, but the number of these English-proficient children may not exceed 40 percent of the project participants.

Eligible private school children may participate in a TBE project on a basis comparable to that provided for the public school

children participating in the project and consistent with the number of those private school children enrolled in the area to be served whose educational needs are of the type and whose language and grade level are of a type similar to those the program is intended to address.

An applicant for a grant under the TBE Program must consult with appropriate officials of the private schools in the area to be served by the project and give them the opportunity to have eligible students in their schools participate in the project. Grants are awarded for a three-year period and may be renewed for two additional years.

2. Special Alternative Instructional (SAI) Program.

PROGRAM OFFICE:

Office of Bilingual Education and Minority Languages Affairs.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3291.

34 CFR 501.

PURPOSE:

To provide financial assistance to establish, operate, or improve special alternative instructional (SAI) programs for children with limited English proficiency.

ELIGIBILITY REQUIREMENTS:

LEAs are eligible applicants. Institutions of higher education, including junior or community colleges, may apply with one or more LEAs.

1992 appropriation level: $36,852,000.

DESCRIPTION:

The SAI Program is designed for children with limited English proficiency in elementary and secondary schools. It provides structured English-language instruction and special instructional services to help these children achieve competence in the English language and meet grade-promotion and graduation standards. The SAI Program allows, but does not require, instruction in the native language of the children.

Eligible private school children may participate in an SAI project on a basis comparable with the basis on which public school children participate in the project and consistent with the number of those private school children enrolled in the area to be served whose educational needs are of the type, and whose language and grade level are of a type similar, to those the program is intended to address.

An applicant for a grant under the SAI Program must consult with appropriate officials of the private schools in the area to be served by the project and give them the opportunity to have eligible students in their schools participate in the project. Grants are awarded for a three-year period and may be renewed for two additional years.

3. Developmental Bilingual Education (DBE) Program.

PROGRAM OFFICE:

Office of Bilingual Education and Minority Languages Affairs.

STATUTORY AUTHORITY, REGULATORY PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3291.

34 CFR 501.

PURPOSE:

To provide financial assistance to establish, operate, or improve programs of developmental bilingual education (DBE) for children with limited English proficiency.

ELIGIBILITY REQUIREMENTS:

LEAs are eligible applicants. Institutions of higher education, including junior or community colleges, may apply with one or more LEAs.

1992 appropriation level: $6,900,000.

DESCRIPTION:

The DBE Program is a full-time program of instruction that provides structured instruction in English and instruction in a second language. It is designed to help children in elementary and secondary schools achieve competence in English and a second language while mastering subject-matter skills. The instructional program includes all courses or subjects of study needed to meet grade-promotion and graduation standards.

DBE classes should be made up of approximately equal numbers of students whose native language is English and students whose native language is the second language of instruction in the program.

Eligible private school children may participate in a DBE project on a basis comparable with the basis on which public school children participate in the project and consistent with the number of those private school children enrolled in the area to be served whose educational needs are of the type and whose

language and grade level are of a type similar to those the program is intended to address.

An applicant for a grant under the DBE Program must consult with appropriate officials of the private schools in the area to be served by the project and give them the opportunity to have eligible students in their schools participate in the project. Grants are awarded for a three-year period and may be renewed for two additional years.

4. Emergency Immigrant Education Program.

PROGRAM OFFICE:

Office of Bilingual Education and Minority Languages Affairs.

STATUTORY AUTHORITY, REGULATION PROVISIONS, PROGRAM GUIDELINES:

20 U.S.C. 3121-3130.

34 CFR 581.

PURPOSE:

To help SEAs and LEAs provide supplementary educational services and pay the costs for immigrant children enrolled in elementary and secondary public and private schools.

ELIGIBILITY REQUIREMENTS:

The eligible recipients are SEAs, which then distribute the funds to LEAs within the state according to the number of immigrant children enrolled in each LEA's schools. An SEA is eligible to apply if one or more LEA's in the state has at least 500 eligible children or if 3 percent of the total amount of enrolled students are eligible. The student count includes public and private school children within the school attendance boundaries of the LEA.

DESCRIPTION:

This program provides financial assistance to SEAs for supplementary educational services and pays costs for immigrant children enrolled in elementary and secondary public and private schools under or located within the jurisdiction of the LEA.

In determining eligibility, an SEA may rely on credible information from any source, including information contained in previous school records and information provided by the child or the child's parent or guardian. An SEA is not required to obtain documentary evidence of the child or the child's civil status from the child's parent or guardian.

An LEA is required after consultation with appropriate officials of elementary and secondary private schools within the district served by the LEA to provide for the benefit of immigrant children enrolled in those schools, secular, neutral, and nonideological services, materials, and equipment necessary for the education of these immigrant children.

APPENDIX

Appendix A

FEDERAL PROGRAMS OF OTHER AGENCIES THAT AFFECT PRIVATE SCHOOLS

1. Child Nutrition Programs: U.S. Department of Agriculture

National School Lunch Program and National School Breakfast Program (P.L. 79-396 and P.L. 89-642) These programs provide assistance to schools that serve meals that meet the dietary requirements of the statute. Through this program, schools provide free or reduced-price meals to students that qualify under the poverty guidelines of the program. Other children may purchase meals at cost.

Special Milk Program (P.L. 89-642) The Special Milk Program reimburses participating schools for a portion of their expenditures in providing milk to students of all income ranges. Students may qualify for free or reduced-price milk under this program. Schools not participating in other federally funded food programs may participate.

For further information on participation, contact your state Child Nutrition Program coordinator.

2. Environmental Hazards: U.S. Environmental Protection Agency

Several programs and statutes under the Environmental Protection Agency (EPA) apply to all schools, K-12.

Asbestos Hazard Emergency Response Act (AHERA): The best known EPA program that applies to schools is the AHERA program. Under AHERA, the EPA requires each elementary and secondary school to perform an inspection for asbestos-containing building material and to prepare an asbestos management plan. The AHERA regulations further require a reinspection of the asbestos-containing building material at least once every three years. For further information, contact your SEA asbestos coordinator or your regional representative. Regional asbestos coordinators are listed at the end of this appendix. EPA has published a manual for reinspection titled A Guide to Performing Reinspections Under the Asbestos Hazard Emergency Response Act (AHERA), publication number EPA 700/B-92/001. Copies are available from EPA, Office of Pollution Prevention and Toxics, Washington, DC 20460; (202)260-3557.

Asbestos School Hazard Abatement Act (ASHAA): ASHAA provides grants to help schools remove or contain asbestos. The grants are administered through the SEA; the private school allotment is determined by the percentage of private versus public schools in the state. Grants are awarded

annually. The regional asbestos coordinator can also provide information about ASHAA.

Lead in Drinking Water: The Lead Contamination Act requires inspection of water coolers and replacement of any water cooler on the list of lead-lined water coolers prohibited under this act. Also, the statute recommends that the school's water supply be checked for lead level. To receive more information about lead in drinking water, contact the EPA's Drinking Water Hot Line at 1-800-426-4791. For information on water cooler replacement, contact the manufacturer.

Radon: Radon inspection is required in specified geographical areas known to have high concentrations of radon. For information about any requirements that may pertain to your school, contact your state radon office. The brochure Radon in Schools: Every School Should Take This Simple Test, publication number EPA 520/1-89-027, contains basic, useful information. If your school tests positively for the presence of radon, consult Radon Reduction Techniques in Schools: Interim Technical Guidance, publication number EPA 520/1-89-020. Both publications are available from EPA, Office of Radiation Programs, Office of Research and Development, Washington, DC 20460.

Underground Storage Tanks: Underground storage tanks can pose an environmental hazard if they begin to leak. For further information regarding underground storage tanks, contact EPA's Underground Storage Tank hot line at 1-800-424-9346.

3. **Child Care and Development Block Grant of 1990 (CCDBG)**: U.S. Department of Health and Human Services

The block grant program is administered by each state through a lead agency, the Department of Social Services or a similar agency. Two programs are funded under this program. The first part funds state efforts for expansion and improvement of child care services. States may apply this to preschool or school-age child care. Religious providers are not eligible for this portion of block-grant funding.

The second part of the block-grant program provides vouchers for low-income parents to purchase preschool or school-age child care. Vouchers can be used at public or private, religious or nonreligious and center or home-based care. Child care programs that participate must comply with state requirements for registration or licensing. Private providers of preschool or school-age programs should contact the

state lead agency. For general information about the CCDBG Act, contact the Child Care Division of the Children's Bureau at the Department of Health and Human Services at (202) 401-9326.

4. U.S. Department of Energy

The National Energy Conservation Policy Act (1978) established the Institutional Conservation Program, which provides energy conservation grants to schools and hospitals to improve energy efficiency in buildings and reduce cost. The grant requires a match of funds by the school receiving the grant. Private schools can usually qualify for a lower match requirement because they are not tax supported. For further information and applications, contact your state energy officer.

In addition, the U.S. Department of Energy offers a wide-variety of educational programs on the national and regional level. These programs are offered for preschool through grade 12. The Energy Department also offers graduate programs. For a copy of "U.S. Department of Energy Education Program Catalog," contact the Office of Scientific and Technical Information, P.O. Box 62, Oak Ridge, TN 37831, Attention: Information Services; (615) 576-8401. For more information on specific programs of the U.S. Department of Energy, call the Office of Special Projects at (202) 586-4953.

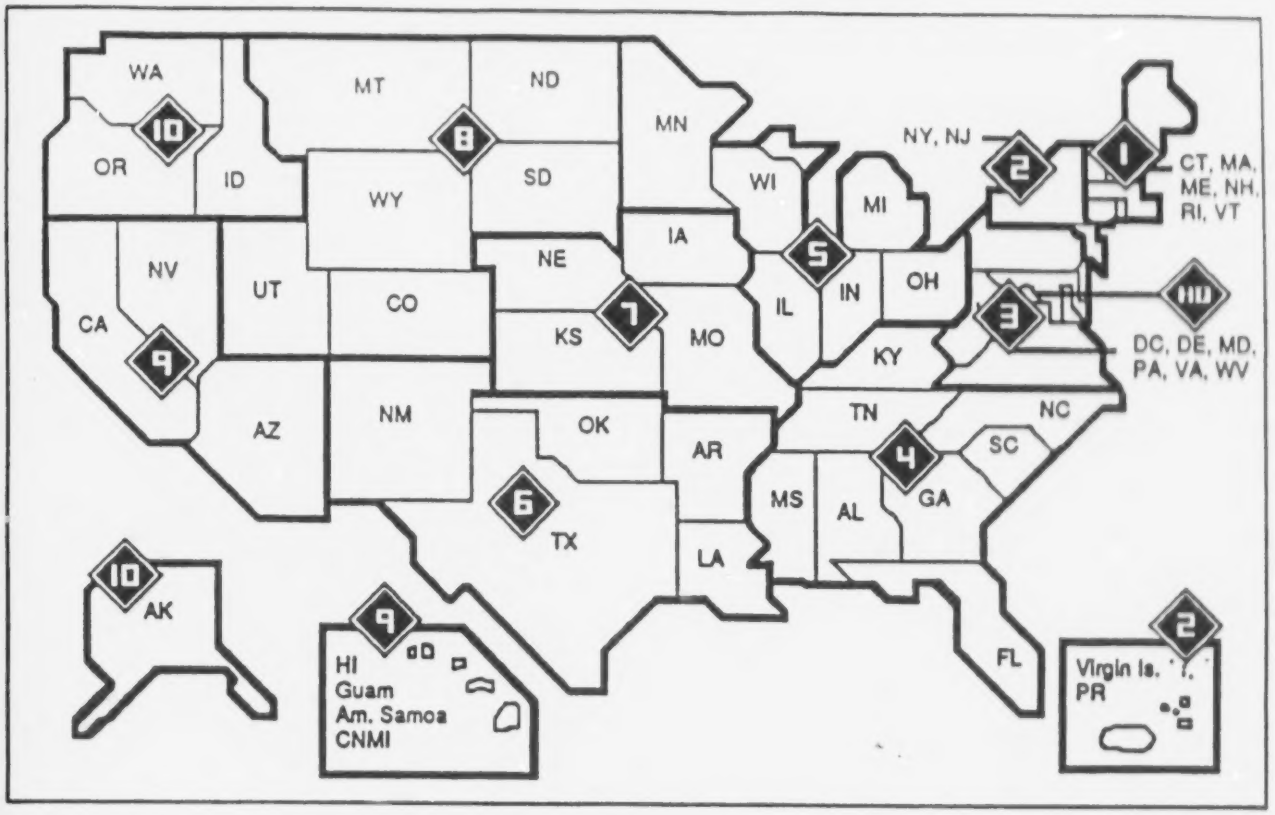
5. Federal Emergency Management Agency (FEMA)

FEMA provides grants to facilities affected by a major disaster. Private schools are eligible to apply for assistance if they meet the definition of a private, nonprofit organization. FEMA defines a private, nonprofit organization in 44 CFR 206.221 as "any nongovernmental agency or entity that currently has: (1) an effective ruling letter from the U.S. Internal Revenue Service, granting tax exemption under sections 501 (c), (d), or (e) of the Internal Revenue Code of 1954, or (2) Satisfactory evidence from the state that the nonrevenue producing organization or entity is a nonprofit one organized or doing business under state law."

6. Other

A variety of discretionary grant competitions are held by other agencies. For information on programs in the fine arts, contact the National Endowment for the Arts at (202) 682-5400. The National Endowment for the Humanities can be contacted at (202) 786-0438. The contact number for the National Science Foundation is (202) 357-5000.

Regional Asbestos Groups



Regional Asbestos Coordinators

Mr. James M. Bryson
EPA, Region I, (ATC-111)
Asbestos Coordinator
JFK Federal Bldg.
Boston, MA 02203-2211
(617) 565-3836 — (FTS) 835-3836

Mr. Louis Bevilacqua
EPA, Region II, (MS-500)
Asbestos Coordinator
2890 Woodbridge Ave.
Raritan Depot, Bldg. 5
Edison, NJ 08837
(908) 321-6671 — (FTS) 340-6671

Ms. Carole Dougherty
EPA, Region III, (3AT-33)
Asbestos Coordinator
841 Chestnut Bldg.
Philadelphia, PA 19107
(215) 597-3160 — (FTS) 597-3160

Ms. Rhonda Evans
EPA, Region IV
Asbestos Coordinator
345 Courtland St., N.E.
Atlanta, GA 30365
(404) 347-5014 — (FTS) 257-5014

Mr. Terence W. Stanuch
EPA, Region V, (SP-14J)
Acting Asbestos Coordinator
77 W. Jackson Blvd.
Chicago, IL 60604
(312) 353-5590 — (FTS) 886-5590

Mr. Steve Vargo
EPA, Region VI, (6T-PT)
Asbestos Coordinator
1445 Ross Avenue
Dallas, TX 75202-2733
(214) 655-7244 — (FTS) 255-7244

Mr. Wolfgang Brandner
EPA, Region VII, (ARTX)
Asbestos Coordinator
726 Minnesota Ave.
Kansas City, KS 66101
(913) 551-7020 — (FTS) 276-7020

Mr. David Combs
EPA, Region VIII, (8AT-TS)
Asbestos Coordinator
Denver Place, Suite 500
999 - 18th Street
Denver, CO 80202-2405
(303) 293-1442 — (FTS) 330-1442

Ms. Jo Ann Semones
EPA, Region IX, (A-4-4)
Asbestos Coordinator
75 Hawthorne Street
San Francisco, CA 94105
(415) 744-1128 — (FTS) 484-1128

Mr. Matt Wilkening
EPA, Region X, (AT-083)
Asbestos Coordinator
1200 Sixth Avenue
Seattle, WA 98101
(206) 553-4762 — (FTS) 399-4762

BEST COPY AVAILABLE

11/27/91

Appendix B

OFFICE OF PRIVATE EDUCATION

The Office of Private Education, established in 1971, has two principal purposes:

1. The Office of Private Education provides a private school perspective about American education policy and reform, both within the U.S. Department of Education and to the external constituencies for both public and private education; and

2. The Office of Private Education performs a liaison role on behalf of private education, both with the principal offices of the U.S. Department of Education and with national associations and various other groups concerned with private schools, their students, and their families.

The Executive Assistant to the Secretary for Private Education is the Secretary's principal adviser on private education issues. With other senior staff, the Executive Assistant participates in the development of U.S. Department of Education policy and implementation strategies that relate to private schools and their students and teachers.

The Office of Private Education reviews existing and proposed regulations to ensure that the appropriate purposes of the statutes are carried out in the regulations as they relate to private school student and teacher participation. The office also works on draft legislation to provide for the fullest possible participation of private school students, and to provide safeguards for those schools that do not want to participate. In addition, the office provides information, as requested, regarding opportunities to participate in federal education programs.

The Office of Private Education works with the Office of Educational Research and Improvement and its National Center for Educational Statistics. It provides a research and analytical function to help interpret private school data, and acts as a clearinghouse on information about private schools.

The Office of Private Education works with a wide array of national groups and associations for private education, including groups for religious schools, independent schools, special education facilities and home schooling. The office provides opportunities for these groups to learn about each other as well as to learn more about the U.S. Department of Education and its programs.

You may contact the Office of Private Education by writing to: Office of Private Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-0122. The telephone number is (202) 401-1365.

Appendix C

CENTER FOR CHOICE IN EDUCATION

The Center for Choice in Education is a part of the Office of Intergovernmental and Interagency Affairs (OIIA). The center serves as a resource and clearinghouse for information and assistance on educational choice. The center coordinates the Administration's and the Department's initiatives to promote parental choice in education. The center also assists policymakers, educators, parents, and business leaders.

In performing its responsibilities, the center engages in the following activities:

- Maintains a toll-free Choice hot line (1-800-442-PICK) through which the center responds to requests for information and other assistance on school choice;
- Holds informal seminars periodically for Department personnel and the public to host speakers on educational choice and related issues;
- Coordinates choice initiatives with other offices of the U.S. Department of Education as well as with other public and private sector groups and individuals;
- Serves as a national resource to leaders in the field of educational choice, including state and local officials, legislators, researchers, parents, and organizations involved with choice, providing them with information, advice, and encouragement and learning from them about new developments; and
- Provides information on choice outside the Department through mailings of articles and clippings and speaking engagements, and keeps other offices of the Department informed about national developments on school choice.

Appendix D

U.S. DEPARTMENT OF EDUCATION
PROGRAM OFFICES AND
SECRETARY'S REGIONAL REPRESENTATIVES

Program Offices

Office of Private Education (202) 401-1365
Michelle Easton, Executive Assistant to the Secretary
400 Maryland Avenue, S.W.
Washington, DC 20202-0122

Office for Civil Rights (202) 205-5413
Michael L. Williams, Assistant Secretary
Mary E. Switzer Building
330 C Street, S.W.
Washington, DC 20202-1100

Office of Special Education and
Rehabilitative Services (202) 205-5465
Robert Davila, Assistant Secretary
Mary E. Switzer Building
330 C Street, S.W.
Washington, DC 20202-2500

Office of Special Education Programs (202) 205/9754
Judith Schrag, Director
Mary E. Switzer Building
330 C Street, S.W.
Washington, DC 20202-2570

Office of Intergovernmental and
Interagency Affairs (202) 401-0404
Lanny Griffith, Assistant Secretary
400 Maryland Avenue, S.W.
Washington, DC 20202-3500

The Center for Choice in Education 1-800-442-PICK
Jack Klenk, Director
400 Maryland Avenue, S.W.
Washington, DC 20202-3530

Office of Human Resources and Administration (202) 401-0470
Donald A. Laidlaw, Assistant Secretary
400 Maryland Avenue, S.W.
Washington, DC 20202-4500

Grants and Contracts Service (202) 708-5514
Gary J. Rasmussen, Director
Regional Office Building
7th and D Streets, S.W.
Washington, DC 20202-4530

Office of Postsecondary Education (202) 708-5547
Carolynn Reid-Wallace, Assistant Secretary
Regional Office Building
7th and D Streets, S.W.
Washington, DC 20202-5100

Office of Educational Research and Improvement (202) 219-2050
Diane S. Ravitch, Assistant Secretary
Capitol Place
555 New Jersey Avenue, N.W.
Washington, DC 20202-5500

Fund for Improvement and Reform of Schools and Teaching (FIRST) (202) 219-1496
Paul A. Gagnon, Director
Capitol Place
555 New Jersey Avenue, N.W.
Washington, DC 20202-5524

National Center for Education Statistics (202) 219-1828
Emerson J. Elliott
Capitol Place
555 New Jersey Avenue, N.W.
Washington, DC 20202-5533

Office of Elementary and Secondary Education (202) 401-0113
John T. MacDonald, Assistant Secretary
400 Maryland Avenue, S.W.
Washington, DC 20202-6100

School Improvement Programs (202) 401-0657
(Chapter 2, Drug Free, Eisenhower)
Alicia Coro, Director
400 Maryland Avenue, S.W.
Washington, DC 20202-6140

Compensatory Education Programs (202) 401-1682
(Chapter 1, Follow-Through)
Mary Jean LeTendre, Director
400 Maryland Avenue, S.W.
Washington, DC 20202-6132

Office of Bilingual Education and
Minority Languages Affairs (202) 205-5463
Maria Hernandez-Ferrier, Director
Mary E. Switzer Building
330 C Street, S.W.
Washington, DC 20202-6500

Office of Vocational and Adult Education (202) 205-5451
Betsy Brand, Assistant Secretary
Mary E. Switzer Building
330 C Street, S.W.
Washington, DC 20202-7100

Secretary's Regional Representatives

Region I Mr. Dennis Smith U.S. Department of Education 540 McCormack Courthouse Post Office Square Boston, MA 02109-4557	(617) 223-9317	CT, ME, MA, NH, RI, VT
Region II Mr. George Rios U.S. Department of Education 26 Federal Plaza New York, NY 10278-0043	(212) 264-7005	NJ, NY, PR, VI
Region III Dr. D. Kay Wright U.S. Department of Education 3535 Market Street Philadelphia, PA 19104-3398	(215) 596-1001	DE, DC, MD, PA, VA, WV
Region IV Mrs. Mary Willis U.S. Department of Education P.O. Box 1777 (30301) 101 Marietta Tower Building Atlanta, GA 30323	(404) 331-2502	AL, FL, GA,KY, MS, NC, SC, TN
Region V Mr. Brian Carey U.S. Department of Education 401 South State Street Chicago, IL 60605-1225	(312) 353-5215	IL, IN, MI, MN, OH, WI
Region VI Dr. Sam P. Wilson U.S. Department of Education 1200 Main Tower Building Dallas, TX 75202-4309	(214) 767-3626	AR, LA, NM, OK, TX

Region VII Mrs. Cynthia A. Harris Hillman U.S. Department of Education 10220 N. Executive Hills Blvd. Kansas City, MO 64153-1367	(816) 891-7972	IO, KS, MO, NE
Region VIII Mr. Thomas Tancredo U.S. Department of Education Regional Office, Federal Building 1244 Speer Blvd., Suite 310 Denver, CO 80204-3582	(303) 844-3544	CO, MT, ND, SD, UT, WY
Region IX Dr. John McCarthy U.S. Department of Education 50 United Nations Plaza San Francisco, CA 94102	(415) 556-4920	AS, AZ, CA, GU, HI, NV, CNMI
Region X Ms. Naomi Sanchez, Acting U.S. Department of Education Office of the SRR Jackson Federal Building 915 2nd Avenue Seattle, WA 98174-1099	(206) 553-0460	AK, ID, OR, WS

Appendix E

RELEVANT PUBLICATIONS OF THE U.S. DEPARTMENT OF EDUCATION

The ordering information for the publications listed below is as follows:

Publications designated CIC may be ordered from:
R. Woods
Consumer Information Center
Pueblo, CO 81009
(Enclose check made out to Superintendent of Documents)

Publications designated OERI may be ordered from:
Office of Educational Research and Improvement
Education Information
555 New Jersey Avenue, N.W.
Washington, DC 20208-5641
(Limited publication: only one copy will be sent. You are welcome to reproduce this copy.)

Publications designated GPO may be ordered from:
New Orders, Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
FAX (202) 512-2250
(After October 1992, call to verify prices: (202) 783-3238. A 25 percent discount applies for 100+ copies. Make check payable to Superintendent of Documents or charge on Mastercard or Visa.)

Publications designated OCR are ordered from:
U.S. Department of Education
Office for Civil Rights
Washington, DC 20202-1328
Telephone: (202) 205-9648;
Hearing-impaired callers may use TDD (202) 205-8449

Books for Parents

Becoming a Nation of Readers: What Parents Can Do
CIC, 408Y, $0.50.

Choosing a School For Your Child
CIC, 471X, $0.50.
Como escoger una escuela para su hijo
Free from OERI, IS 90-979.

Growing Up Drug Free
CIC, 508Y, Free.

332-970 - 92 - 4 : QL 3

Helping Your Child Learn Geography
CIC, 414Y, $0.50.

Helping Your Child Use the Library
CIC, 415Y, $0.50.
Como ayudar a sus hijos a usar la biblioteca
Free from OERI, LP 92-4789.

Help Your Child Become a Good Reader
CIC, 409Y, $0.50.

Help Your Child Do Better in School
CIC, 410Y, $0.50.

Help Your Child Improve in Test Taking
CIC, 411Y, $0.50.

Help Your Child Learn to Write Well
CIC, 413Y, $0.50.

Help Your Child Learn Math
CIC, 412Y, $0.50.

Topical Reports and Effective Programs, Schools and Practices

AMERICA 2000: An Education Strategy
Free, call 1-800-USA-LEARN.
(In DC, dial 401-2000.)

Discipline of Handicapped Students in Elementary and Secondary Schools
Free from OCR.

Mathematics Education Programs That Work
GPO, #065-000-00443-7, $2.25.

OERI Bulletin
Free from OERI.

Parental Involvement in Education
GPO, #065-000-00459-3, $1.50.

Placement of School Children with AIDS (Acquired Immune Deficiency Syndrome)
Free from OCR.

Principal's Role in Shaping School Culture
GPO, #065-000-00426-7, $3.75.

Raising Standards for American Education
GPO, #065-000-00480-1, $5.50.

Reading Framework for the 1992 NAEP
GPO, #065-000-00484-4, $2.00.

Science Education Programs That Work
GPO, #065-000-00435-6, $1.75.

Chapter 1 Flexibility: A Guide to Opportunities in Local Projects
Ed/OESE 91-38.
Call the Compensatory Education Office of the U.S. Department of Education, (202) 401-0711.

Teenage Pregnancy and Parenthood Issues Under Title IX of the Education Amendments of 1972
Free from OCR.

Success Stories from Drug-Free Schools: A Guide for Educators, Parents, and Policymakers
ED/OESE 91-38.
For copies, call 1-800-SAY-NOTO or write National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Statistical Reports

Characteristics of Movers, Stayers, and Leavers: Results from the Teacher Follow-up Survey, 1988-89
Free from OERI, NCES 91-128.

The Condition of Education, 1992
GPO, #065-000-00454-2, $25.00.

Detailed Characteristics of Private Schools and Staff: 1987-88
Free from OERI, NCES 92-079.

Digest of Education Statistics, 1991
GPO, #065-000-00442-9, $24.00.

Projections of Education Statistics to 2002
GPO, #065-000-00473-9, $12.00.

Public and Private Elementary and Secondary Education Statistics, School Year 1991-92
Free from OERI, NCES 92-032.

Appendix F

U.S. DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS

The Office of Civil Rights (OCR) within the Department of Education protects the rights of students in education programs or activities that receive financial assistance from the U.S. Department of Education. Some employees of these programs are also protected under the laws that OCR enforces: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. Under these laws, Department-funded programs and activities must be operated in a manner that ensures that people who meet the programs' qualifications and eligibility requirements are given an equal opportunity to participate, regardless of their race, color, national origin, sex, handicap, or age.

OCR has authority to enforce these laws in all programs and activities that receive funds from the Department, including those operated by institutions and agencies, such as SEAs, elementary and secondary schools, colleges and universities, vocational schools, vocational rehabilitation agencies, libraries, and museums.

OCR investigates complaints filed by individuals, or their representatives, who believe that they have been discriminated against because of race, color, national origin, sex, handicap, or age. OCR also initiates compliance reviews of recipient institutions and agencies, and monitors the progress in eliminating discriminatory practices of institutions and agencies that are implementing plans negotiated by OCR. OCR attempts to resolve compliance problems identified in the course of an investigation through negotiation. However, if negotiation fails, OCR will initiate the actions necessary to enforce the law.

OCR offers technical assistance to help recipients achieve voluntary compliance by understanding their legal obligations, and to help those protected by the laws it enforces to understand their rights. As part of its technical assistance activities, OCR distributes information and materials, and provides consultation on the requirements of the civil rights laws under its authority.

Each of the 10 U.S. Department of Education's regional offices has a representative for civil rights. For more information about the civil rights laws OCR enforces, or methods of filing a complaint or of obtaining technical assistance, write or telephone the regional office that serves your state or territory (see appendix D).

Appendix G

NATIONAL DIFFUSION NETWORK
PRIVATE SCHOOL FACILITATOR

The National Diffusion Network (NDN) is designed to promote and accelerate the systematic, rapid dissemination and adoption by educational institutions nationwide of exemplary educational practices, products, programs, and dissemination processes that have been validated by the U.S. Department of Education's Program Effectiveness Panel. Further information about the National Diffusion Network can be found in Section IV of this handbook.

The dissemination process operates through an organization within each state that has been awarded a U.S. Department of Education grant for NDN State Facilitator project. Private schools may learn about and possibly adopt NDN programs through their State Facilitator office. To increase the availability of these programs to private schools and increase their participation in the NDN program, however, the U.S. Department of Education also awards a grant to an organization for the specific purpose of serving private schools nationwide. At present, the Private School Facilitator project is conducted by the Council for American Private Education (CAPE).

The Private School Facilitator office is available to private schools and their organizations for information regarding NDN, program adoption, State Facilitator offices, and National Diffusion Network staff development institutes. This office can help private schools submit their own exemplary programs to the Program Effectiveness Panel for possible dissemination through the NDN.

Private schools are urged to take part in this dissemination program. The costs for program adoption are reasonable because some programs are awarded grants for the purpose of dissemination. Several regional groups of private schools have offered a low-cost staff development institute to their teachers each summer through the National Diffusion Network. For further information about NDN, write or telephone:

Dr. Charles Nunley
National Diffusion Network
Private School Facilitator Project
1726 M Street, N.W., Suite 1102
Washington, DC 20036
(202) 659-0177

Appendix H

COUNCIL FOR AMERICAN PRIVATE EDUCATION (CAPE)

The Council for American Private Education (CAPE) was founded in 1971 to provide a coherent private school voice in the education community. This coalition of 14 national organizations serving private elementary and secondary schools is based in Washington, DC. Member organizations are nonprofit and subscribe to a policy of nondiscrimination in their admission policies. At present, 28 state affiliates extend the coalition concept throughout the country. CAPE member organizations represent about 70 percent of the total private school enrollment.

Private schools, by definition, help fulfill the American ideal of pluralism in education. America's first schools were private schools, established in the early 17th century and often church related. Some of the founders of these early private schools were instrumental in establishing the first free schools that later became the foundation for the public school system. Private schools have produced many of this country's great leaders and have often led the way in curricular innovation. Private school educators are eager to be included in the debate on the future of education in America and are ready to share the benefit of their expertise and experience.

The CAPE member organizations are themselves diverse: religious and nonreligious, urban and rural, small and large. The members of CAPE's board of directors meet, deliberate, and strive to reach agreement on important public policy issues. They are motivated primarily by the concept of opportunity, choice, and excellence in the education of all of America's children.

According to CAPE: Voice of a Nation's Private Schools,

> The significant numbers of students and teachers in private schools, the concept of pluralism, and the diversity of the private school organizations require a strong advocacy and, where possible, a common voice on behalf of all private schools. The purposes of CAPE, then, are to assist and strengthen the efforts of its member organizations and the private schools they represent and to serve effectively the free society from which they derive their independence.

For further information about this organization, write or telephone:

Joyce McCray, Executive Director
Council for American Private Education
1726 M Street, N.W., Suite 1102
Washington, DC 20036
(202) 659-0016

Appendix I

NATIONAL PRIVATE SCHOOL LEADERSHIP LIST OF ORGANIZATIONS

The National Private School Leadership (NPSL) is a group of national private school organizations that meet together several times each year through the Office of Private Education (OPRE) in the U.S. Department of Education. The Office of Private Education encourages the many diverse providers of private education to attend these meetings. Other groups may call this office to inquire about membership in the NPSL:

Office of Private Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-0122
(202)401-1365

The list that follows provides addresses for the organizations represented at the NPSL meetings. The list is organized according to the National Center for Education Statistics (NCES) typology of private schools:

- Catholic: Parish, Diocesan, Private
- Other religious: Conservative Christian, Affiliated, Unaffiliated
- Nonsectarian: Regular, Special Emphasis, Special Education

Catholic, Parish and Diocesan

National Catholic Educational Association
1077 30th Street, N.W.,
Suite 100
Washington, DC 20007
(202) 337-6232

United States Catholic Conference
3211 Fourth Street, N.E.
Washington, DC 20017
(202) 541-3140

Catholic, Private

Jesuit Secondary Education Association
1424 16th Street, N.W., Suite 300
Washington, DC 20036
(202) 667-3888

Other religious, conservative Christian

Accelerated Christian Education
P.O. Box 1438
Lewisville, TX 75067
(214) 315-1776

American Association of Christian Schools
P.O. Box 2189
Independence, MO 64055
(816) 795-7709

Association of Christian Schools International
P.O. Box 4097
Whittier, CA 90607
(310) 694-4791

Christian Schools International
3350 E. Paris Avenue, SE
Grand Rapids, MI 49508
(616) 957-1070

National Christian School Association
2705 61st Street, Box 92
Galveston, TX 77551
(805) 254-7227

Oral Roberts Educational Fellowship
GC 617
7777 South Lewis
Tulsa, OK 74171
(918) 495-7054

United Pentecostal Schools
4892 San Pablo Dam Road
El Sobrante, CA 94803
(510) 222-1770

Other religious, affiliated

Agudath Israel
84 William Street, Suite 1200
New York, NY 10038
(212) 791-1836

Board of Jewish Education of Greater New York
426 58th Street
New York, NY 10019
(212) 245-8200

Evangelical Lutheran Church in America
8765 West Higgins
Chicago, IL 60631
(312) 380-2850

Friends Council on Education
1507 Cherry Street
Philadelphia, PA 19102
(215) 241-7245

General Conference of Seventh-Day Adventists
12501 Old Columbia Pike
Silver Spring, MD 20904-6600
(301) 680-6000

Council of Islamic Schools of North America
7917 Montrose Road
Potomac, MD 20854
(301) 340-6713

Lutheran Church--Missouri Synod
1333 South Kirkwood Road
St. Louis, MO 63122
(314) 965-9000

National Association of Episcopal Schools
812 Second Avenue
New York, NY 10017
(212) 867-8400

National Presbyterian Schools
4121 Nebraska Avenue, N.W.
Washington, DC 20016
(202) 537-0800

National Society of Hebrew Day Schools
160 Broadway
New York, NY 10038
(212) 227-1000

Solomon Schechter Day School Association
United Synagogue Commission on Jewish Education
155 Fifth Avenue
New York, NY 10010
(212) 533-7800

United Methodist Schools
c/o Randolph-Macon Academy
Sonner Hall
Front Royal, VA 22630
(703) 635-4141

Other religious, unaffiliated

Amish Steering Committee
National Old Order Amish Steering Committee
Gordonville, PA 17529

The Armenian Assembly of America
122 C Street, N.W.
Washington, DC 20001
(202) 393-3434

Greek Orthodox Archdiocese of North/South America
8 East 79th Street
New York, NY 10021
(212) 570-3553

Lancaster Area Council of Mennonite Schools
2160 Lincoln Hwy. East, Box 5
Lancaster, PA 17602
(717) 293-5246

Nonsectarian, regular program

American Montessori Society
150 Fifth Avenue, Suite 203
New York, NY 10011
(212) 924-3209

Association of Military Colleges and Schools
9115 McNair Drive
Alexandria, VA 22309
(703) 360-1678

Association of Waldorf Schools of North America
3911 Bannister Road
Fair Oaks, CA 95628
(916) 961-0927

The Edison Project
1627 K Street, N.W., Suite 600
Washington, DC 20006
(202) 659-3556

Institute for Independent Education
1313 North Capitol Street, N.E.
Washington, DC 20002
(202) 745-0500

National Association of Independent Schools
1800 M Street, N.W.,
Suite 460 South
Washington, DC 20036
(202) 833-4757

National Independent Private Schools Association
6210 17th Avenue, West
Bradenton, FL 34209
(813) 792-7838

Special Emphasis

Growing Without Schooling
Holt Associates, Inc.
2269 Massachusetts Avenue
Cambridge, MA 02140
(617) 864-3100

Home School Legal Defense Association
P.O. Box 159
Highway 9 at Route 781
Paeonian Springs, VA 22129
(703) 882-3838, ext. 5627

The Moore Foundation
36211 Sunset View
Washougal, WA 98671-0009
(206) 835-5392

National Coalition of
Alternative Community
Schools
1289 Jewett Street
Ann Arbor, MI 48104
(313) 769-4511

Nonsectarian, special education

The Eden Institute
One Logan Drive
Princeton, NJ 08540
(609) 987-0099

National Association of
Private Schools for
Exceptional Children
1522 K Street, N.W.,
Suite 1032
Washington, DC 20005
(202) 408-3338

Other

Council for American Private
Education
1726 M Street, N.W.,
Suite 1102
Washington, DC 20036
(202) 659-0016

Hattie M. Strong Foundation
1735 I Street, N.W., Suite 705
Washington, DC 20006
(202) 331-1619

Appendix J

STATE PRIVATE SCHOOL LIAISON PERSONNEL

June 1992

The state private school liaisons are those persons designated by their state department of education to work with private school officials on state education matters. The titles of these persons differ among the states.

ALABAMA
Dr. Sue B. Adams
Coordinator,
Accreditation Section
State Department of Education
Gordon Persons Building
Room 5336
50 North Ripley Street
Montgomery, AL 36130
(205) 242-8165

ALASKA
Ms. Kathy Ermatinger
State Department of Education
Division of Finance and
Support Services
P. O. Box F
Juneau, AK 99811
(907) 465-2865

ARIZONA
Dr. Paul Koehler
Associate Superintendent for
Educational Services
State Department of Education
1535 W. Jefferson Street
Phoenix, AZ 85007
(602) 542-5754

ARKANSAS
Ms. Elizabeth R. Gaston
Program Adviser,
Chapter 1, ESEA
State Department of Education
4 Capitol Mall-Room 202B
Little Rock, AR 72201-1071
(501) 682-4272

CALIFORNIA
Dr. Jeffrey Zettel
Chapter 2 Coordinator
California Department of
Education
721 Capitol Mall, Room 310
Sacramento, CA 95814
(916) 657-3951

COLORADO
Ms. Ana Zamudio
Assistant to the Commissioner
State Department of Education
201 East Colfax
Denver, CO 80203
(303) 866-6806

CONNECTICUT
Dr. Maria Della Bella
School Approval Consultant
State Department of Education
165 Capitol Avenue
Hartford, CT 06145
(203) 566-3593

DELAWARE
Ms. Carole D. White
Management Information
Specialist
Department of Public
Instruction
P.O. Box 1402
Dover, DE 19903
(302) 739-4583

DISTRICT OF COLUMBIA
Dr. Franklin L. Smith
Superintendent
District of Columbia Public Schools
415 12th Street, N.W.
Washington, DC 20004
(202) 724-4310

FLORIDA
There is no designated Private School Liaison for Florida. The general telephone number is (904) 488-1234.

GEORGIA
Ms. Amy C. McMurtrey
Education Administration Specialist
State Department of Education
1662 East Twin Tower
205 Butler Street
Atlanta, GA 30334
(404) 656-2446

HAWAII
Dr. Elaine Takenaka
Administrator
Planning and Evaluation
State Department of Education
3430 Leahi Avenue, Building D
Honolulu, HI 96815
(808) 735-9024

IDAHO
Mr. August M. Hein
Deputy State Superintendent
State Department of Education
650 West State Street
Boise, ID 83720
(208) 334-3300

ILLINOIS
Dr. Richard K. Basden
Manager of Nonpublic Schools
Department of Recognition and Supervision
State Department of Education
100 North First Street
Springfield, IL 62777-0001
(217) 782-3852

INDIANA
Mr. Robert Schweitzer
Center for School Improvement and Performance
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-6987

IOWA
Mr. Ted Stilwill
Administrator,
Division of Professional and Administrative Support
State Department of Education
Grimes State Office Building
Des Moines, IA 50329-0146
(515) 281-3333

KANSAS
Mr. Ken Gentry, Director
Program Support Services
State Department of Education
120 Southeast 10th Avenue
Topeka, KS 66612
(913) 296-2306

KENTUCKY
Ms. Sally Hamilton
External Liaison Services
Kentucky Department of Education
Capitol Plaza Tower
500 Mero Street
Frankfort, KY 40601
(502) 564-4770

LOUISIANA
Dr. Dan K. Lewis
Director, Consolidated Educational Programs
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3380

MAINE
Mr. Gary Barrett
School Approval Consultant
Bureau of Instruction
Department of Education
State House Station 23
Augusta, ME 04333
(207) 289-5925

MARYLAND
Ms. Virginia Cieslicki, Chief
Nonpublic School Accreditation Branch
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 333-2160

MASSACHUSETTS
Mr. John E. Kearney
Director of Regional Services
State Department of Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7590

MICHIGAN
Ms. Jean Shane
Educational Consultant
Bureau of Information Management
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-0796

MIDDLE PACIFIC
Mr. William Matson
Federal Programs Coordinator
Commonwealth of the Northern Mariana Islands
State Board of Education
Public School System
P.O. Box 1370 CK
Saipan, MP 96950
(670) 322-3194

MINNESOTA
Mr. Barry Sullivan
Assistant Director, Government Relations
Room 710
Capitol Square Building
State Department of Education
550 Cedar Street
St. Paul, MN 55101
(612) 296-6595

MISSISSIPPI
Dr. Richard Thompson
Superintendent of Education
State Department of Education
P.O. Box 771
550 High Street, Room 501
Jackson, MS 39205-0771
(601) 359-3513

MISSOURI
Mr. Tom Odneal, Coordinator
Federal Programs
Elementary and Secondary Education
State Department of Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3175

MONTANA
Ms. Gail Gray
Assistant Superintendent
Basic Instructional Services
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-2089

NEBRASKA
Mr. Jack Gilsdorf
Management Consultant
Approval and Accreditation Division
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2444

NEVADA
Ms. Holly Buchanan
State Department of Education
400 West King Street
Carson City, NV 89710
(702) 687-3136

NEW HAMPSHIRE
Dr. Judith Fillion
Director,
Division of Standards
and Certification
State Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-3453

NEW JERSEY
Mr. John M. Lally, Jr.
Education Program Specialist
Private School Services
State Department of Education
225 West State Street
Trenton, NJ 08625
(609) 984-7814

NEW MEXICO
Ms. Margaret Rutz
School Approval Division
Education Building
State Department of Education
300 Done Gaspar
Santa Fe, NM 87501-2786
(505) 827-6550

NEW YORK
Mr. Samuel W. Corsi, Jr.
Assistant Commissioner for
Nonpublic Schools
State Department of Education
Washington Avenue
Albany, NY 12234
(518) 474-3879

NORTH CAROLINA
Mr. Rod Helder, Director
Private Education
Division of Nonpublic
Education
Office of the Governor
116 West Jones Street
Raleigh, NC 27603-8001
(919) 733-4276

NORTH DAKOTA
Ms. Patricia Herbel, Director
Elementary Education
Department of Public
Instruction
600 East Boulevard Avenue
Bismark, ND 58505-0440
(701) 224-4647

OHIO
Mr. Matthew Cohen
Director of Federal Relations
State Department of Education
Room 808
65 South Front Street
Columbus, OH 43266-0308
(614) 466-6385

OKLAHOMA
Mr. Perry Willis, Assistant
Superintendent
Mr. Vernon Young,
Executive Director
Accreditation Standards
State Department of Education
Oliver Hodge Memorial Building
2500 North Lincoln Boulevard
Oklahoma City, OK 73105
(405) 521-3333

OREGON
Mr. Les Martin
Director of Professional
Technical Standards
Section
State Department of Education
700 Pringle Parkway S.E.
Salem, OR 97310
(503) 378-3584

PENNSYLVANIA
Mr. Garry M. Himes, Chief
Division of Nonpubic and
Private Schools
State Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-5146

PUERTO RICO
Dr. Frederico M. Matheu
Executive Director
General Council on Education
Apartado 5429
Hato Rey, PR 00919
(809) 764-0101

RHODE ISLAND
Mr. Joseph B. Gaudiosi
Specialist III
Nonpublic Schools
Rhode Island Department of
Education
22 Hayes Street
Providence, RI 02908
(401) 277-2675

SOUTH CAROLINA
Dr. Luther W. Seabrook
Senior Executive Assistant
Division of Curriculum
State Department of Education
1429 Senate Street
211 Rutledge Building
Columbia, SC 29201
(803) 734-8396

SOUTH DAKOTA
Mr. Richard D. Parker
Director, Chapter 2
Curriculum and Instructional
Services
Division of Education
700 Governor's Drive
Pierre, SD 57501-2293
(605) 773-5407

TENNESSEE
Ms. Jean Sharp, Director
Public/Private School
Administration
Room C-1100
State Department of Education
Central Services Building
Nashville, TN 37219
(615) 741-1898

TEXAS
Mr. W. Paul Mettke
Administrative Services Unit
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
(512) 463-9374

UTAH
Ms. Joyce Hansen
Private Education Specialist
State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7743

VERMONT
Mr. Don McCafferty, Chief
Education Resources
State of Vermont
State Department of Education
Montpelier, VT 05620
(802) 828-3124

Ms. Linda James
Home Study & Independent
School Consultant
State Department of Education
120 State Street
Montpelier, VT 05620
(802) 828-2756

VIRGIN ISLANDS
Ms. Linda Creque
Commissioner of Education
State Department of Education
44-46 Kogens Gade
St. Thomas, VI 00802
(809) 774-2810

VIRGINIA
There is no designated Private School Liaison for Virginia. The general telephone number is (804) 225-2020.

WASHINGTON
Ms. Barbara L. Mertens
Director of Student Services/Private Education
State Department of Education
Old Capitol Building
Mailstop FG-11
P.O. Box 47200
Olympia, WA 98504-7200
(206) 753-1142

WEST VIRGINIA
Ms. Carolyn R. Arrington
Assistant State Superintendent
Bureau of Finances and Services
1900 Kanawha Boulevard East
Building 6, Room B-215
Charleston, WV 25305
(304) 528-2441

WISCONSIN
There is no designated Private School Liaison for Wisconsin. The general telephone number is (608) 266-3390.

WYOMING
Dr. Patricia O'Brien-Arp
Deputy State Superintendent
State Department of Education
Hathaway Building, Second Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050
(307) 777-6202

Appendix K

EDGAR: PARTICIPATION OF STUDENTS ENROLLED IN PRIVATE SCHOOLS

This general section of the Education Department General Administrative Regulations applies to many of the preceeding federal education programs. Please consult the program regulations for specific applicability.

PARTICIPATION OF STUDENTS ENROLLED IN PRIVATE SCHOOLS

§ 76.650 Private schools; purpose of §§ 76.651-76.662.

(a) Under some programs, the authorizing statute requires that a State and its subgrantees provide for participation by students enrolled in private schools. Sections 76.651-76.662 apply to those programs and provide rules for that participation. These sections do not affect the authority of the State or a subgrantee to enter into a contract with a private party.

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the authorizing statute or implementing regulations for that program.

(Authority: 20 U.S.C. 1221e-3(a)(1)).

NOTE: Some program statutes authorize the Secretary—under certain circumstances—to provide benefits directly to private school students. These "bypass" provisions—where they apply—are implemented in the individual program regulations.

§ 76.651 Responsibility of a State and a subgrantee.

(a)(1) A subgrantee shall provide students enrolled in private schools with a genuine opportunity for equitable participation in accordance with the requirements in §§ 76.652-76.662 and in the authorizing statute and implementing regulations for a program.

(2) The subgrantee shall provide that opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs.

(3) The subgrantee shall maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools.

(b)(1) A State shall ensure that each subgrantee complies with the requirements in §§76.651-76.662.

(2) If a State carries out a project directly, it shall comply with these requirements as if it were a subgrantee.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.652 Consultation with representatives of private school students.

(a) An applicant for a subgrant shall consult with appropriate representatives of students enrolled in private schools during all phases of the development and design of the project covered by the application, including consideration of:

(1) Which children will receive benefits under the project;

(2) How the children's needs will be identified;

(3) What benefits will be provided;

(4) How the benefits will be provided; and

(5) How the project will be evaluated.

(b) A subgrantee shall consult with appropriate representatives of students enrolled in private schools before the subgrantee makes any decision that affects the opportunities of those students to participate in the project.

(c) The applicant or subgrantee shall give the appropriate representatives a genuine opportunity to express their views regarding each matter subject to the consultation requirements in this section.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.653 Needs, number of students, and types of services.

A subgrantee shall determine the following matters on a basis comparable to that used by the subgrantee in providing for participation of public school students:

(a) The needs of students enrolled in private schools.

(b) The number of those students who will participate in a project.

(c) The benefits that the subgrantee will provide under the program to those students.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.654 Benefits for private school students.

(a) *Comparable benefits.* The program benefits that a subgrantee provides for students enrolled in private schools must be comparable in quality, scope, and opportunity for participation to the program benefits that the

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subgrantee provides for students enrolled in public schools.

(b) *Same Benefits.* If a subgrantee uses funds under a program for public school students in a particular attendance area, or grade or age level, the subgrantee shall insure equitable opportunities for participation by students enrolled in private schools who:

(1) Have the same needs as the public school students to be served; and

(2) Are in that group, attendance area, or age or grade level.

(c) *Different benefits.* If the needs of students enrolled in private schools are different from the needs of students enrolled in public schools, a subgrantee shall provide program benefits for the private school students that are different from the benefits the subgrantee provides for the public school students.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.655 Level of expenditures for students enrolled in private schools.

(a) Subject to paragraph (b) of this section, a subgrantee shall spend the same average amount of program funds on:

(1) A student enrolled in a private school who receives benefits under the program; and

(2) A student enrolled in a public school who receives benefits under the program.

(b) The subgrantee shall spend a different average amount on program benefits for students enrolled in private schools if the average cost of meeting the needs of those students is different from the average cost of meeting the needs of students enrolled in public schools.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.656 Information in an application for a subgrant.

An applicant for a subgrant shall include the following information in its application:

(a) A description of how the applicant will meet the Federal requirements for participation of students enrolled in private schools.

(b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

(c) The number of students enrolled in private schools who will receive benefits under the program.

(d) The basis the applicant used to select the students.

(e) The manner and extent to which the applicant complied with § 76.652 (consultation).

(f) The places and times that the students will receive benefits under the program.

(g) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.657 Separate classes prohibited.

A subgrantee may not use program funds for classes that are organized separately on the basis of school enrollment or religion of the students if:

(a) The classes are at the same site; and

(b) The classes include students enrolled in public schools and students enrolled in private schools.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.658 Funds not to benefit a private school.

(a) A subgrantee may not use program funds to finance the existing level of instruction in a private school or to otherwise benefit the private school.

(b) The subgrantee shall use program funds to meet the specific needs of students enrolled in private schools, rather than:

(1) The needs of a private school; or

(2) The general needs of the students enrolled in a private school.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.659 Use of public school personnel.

A subgrantee may use program funds to make public personnel available in other than public facilities:

(a) To the extent necessary to provide equitable program benefits designed for students enrolled in a private school; and

(b) If those benefits are not normally provided by the private school.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.660 Use of private school personnel.

A subgrantee may use program funds to pay for the services of an employee of a private school if:

(a) The employee performs the services outside of his or her regular hours of duty; and

(b) The employee performs the services under public supervision and control.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.661 Equipment and supplies.

(a) Under some program statutes, a public agency must keep title to and exercise continuing administrative control of all equipment and supplies that the subgrantee acquires with program funds. This public agency is usually the subgrantee.

(b) The subgrantee may place equipment and supplies in a private school for the period of time needed for the project.

(c) The subgrantee shall insure that the equipment or supplies placed in a private school:

(1) Are used only for the purposes of the project; and

(2) Can be removed from the private school without remodeling the private school facilities.

(d) The subgrantee shall remove equipment or supplies from a private school if:

(1) The equipment or supplies are no longer needed for the purposes of the project; or

(2) Removal is necessary to avoid use of the equipment of supplies for other than project purposes.

(Authority: 20 U.S.C. 1221e-3(a)(1))

§ 76.662 Construction.

A subgrantee shall insure that program funds are not used for the construction of private school facilities.

(Authority: 20 U.S.C. 1221e-3(a)(1))

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